GENERAL REPORT

ON

PUBLIC INSTRUCTION

IN THE

Lower Provinces

OF THE

BENGAL PRESIDENCY,

FOR

1860-61.

Calcutta:
PRINTED AT THE BENGAL MILITARY ORPHAN PRESS,
6, Bankshall Street.

1862.

CONTENTS.

Page.

REPORT OF THE DIRECTOR OF PUBLIC INSTRUCTION.

Changes in the Department, ... 1
General Statistics, ... 2
University Examinations, ... 5
English Colleges, ... 9
Regarding New Scholarship Rules, ... 10
College Buildings, ... 10
Professional Colleges, ... 12
School of Industrial Art, ... 14
Government English and Anglo-Vernacular Schools, ... 15
Aided English and Anglo-Vernacular Schools, ... 15
Standard of Government and Aided Schools compared, ... 16
Award of Junior Scholarships, ... 16
Position in life of Scholars, ... 17
Government Vernacular Schools, ... 19
Changes in Assam, ... 19
Aided Vernacular Schools and Unaided Schools under inspection, .. 20
Indigenous Schools under improvement in East Bengal, ... 20
Grants-in-Aid, ... 21
Number of Educational Officers, ... 24
Influence of Civil Officers of Government on Education, ... 25

APPENDIX A.

(REPORTS OF INSPECTORS OF SCHOOLS AND PRINCIPALS OF COLLEGES.)

Report of Mr. Woodrow for the year 1860-61, ... 1
Ditto of Mr. E. Lodge, ... 82
Ditto of Mr. W. Robinson, ... 102
Ditto of Dr. E. Roer, ... 115
Ditto of Mr. Sanders, ... 126
Presidency College, ... 142
Hooghly College, ... 153

	Page.
Hooghly Branch School, ...	157
Dacca College, ...	158
Kishnaghur College, ...	160
Berhampore College, ...	166
Medical College, ...	171
Civil Engineering College, ...	183
Calcutta Madrassa, ...	185
Colingah Branch School, ...	188
Sanscrit College, ...	190

APPENDIX B.—(CIRCULARS.)

Circulars issued by the Director of Public Instruction, ... 1 to 8

Extract from a Despatch from the Secretary of State, regarding Pension to Teachers of Grant-in-aid Schools, ... 1

Ditto on the subject of the Adjustment of Salaries of Government Officers committed to Prison either for Debt or on Criminal charges, ... 2

Punishment of a Deputy Inspector for overcharging in his Travelling Bills, ... 3

Introduction of controversial subjects in the Annual Report of the Inspectors prohibited, ... 3

One of the two languages in which Candidates for Junior Scholarships is to pass must be an oriental one, ... 4

Rule authorizing deduction of pay on account of absence rendered necessary by the closing of a School, for repair of School-house or the prevalence of sickness, cancelled,... 4

Inspectors to certify in Bills debitable to surplus fees, that fees are actually available, ... 4

The University first Examination in Arts to supersede the Departmental Examination, for the award of Senior Scholarships from January 1862, ... 5

Casual Leave may be granted to Masters of Zillah Schools by the Local Committees, without reference to the Director of Public Instruction, ... 5

Extract from a Despatch from the Secretary of State, authorizing the withdrawal of Grant-in-aid from any School of which the Managers may not act honestly, ... 6

Page.

Resolution of the Government of India, Financial Department, deciding that Grants-in-aid and rewards given by Government to Masters and Pupils of indigenous Schools are not subject to the provisions of the Income Tax,... 7

APPENDIX C.—(EXAMINATION RETURNS AND PAPERS.)

Return of Senior Scholarships gained during the year 1860-61, ... 2
Ditto of Junior Scholarships gained during the year 1860-61. ... 3
Degrees conferred B. A., ... 10
,, B. L., ... 10
Licentiates in Law, ... 11
Ditto in Medicine and Surgery, ... 11
Ditto in Civil Engineering, ... 12
EXAMINATION PAPERS—
English Senior Scholarships, ... 13
University Entrance and English Junior Scholarships, ... 30
Medical College, ... 63

APPENDIX D. (MISCELLANEOUS TABULAR STATEMENTS.)

Statistical Return of Government Colleges for the year 1860-61, ... 1
Ditto of Collegiate and Government Schools of the Higher Classes for the year 1860-61, ... 2
Ditto of the Lower Class for the year 1860-61, ... 3
Ditto of Private Schools of the Higher Class open to Government Inspection in the Lower Provinces, for the year 1860-61, ... 8
Ditto of Private Schools of the Lower Class, for the year 1860-61, 10
Ditto of Government Institutions in the Lower Provinces, for special or Professional Education, for the year 1860-61, ... 19
Ditto of Private Institutions in ditto for ditto ditto, ... 19
Abstract of Students on the Rolls of the Colleges and Schools in the year 1860-61, ... 20
Ditto of Receipts and Charges of Colleges and Schools in the year 1860-61, ... 21
Ditto of Grants-in-aid received by Private Institutions during the year 1860-61, ... 22

Page

General Statement of Amount expended by Government on Education during the year 1860-61, ... 27

Return of Private Donations and Endowments, ... 28

Accountant's Statements of Receipts and Disbursements for the year 1860-61, ... 31

No. 1938.

To

J. D. GORDON, Esq.,
Junior Secretary to the Govt. of Bengal.

Dated 25th July, 1862.

Sir,

I have now the honor to submit for the orders of Government, previous to publication, a printed copy of the Annual Report of the Education Department for the year 1860-61.

2. In apologizing for the extraordinary delay in the appearance of this volume, it is necessary to explain that the work of preparing and printing it was unavoidably retarded in consequence of the unpardonable neglect of the late Inspector of Schools for Behar, from whom no reports or returns could be obtained, as represented to Government in my letters, No. 1522 dated 30th June 1861, and No. 113, dated 18th January 1862. None of the statistics of the Behar Division were in fact received till the middle of April, the compilation of them having been left entirely to Mr. Harrison's successor, Mr. Sanders. When these statistics at length reached my Office, they were at once incorporated with those of the other Districts, and the printing of the Report, which had been necessarily suspended for months, was then resumed. It has only now been finished.

I have &c.,

W. S. ATKINSON,
Director of Public Instruction.

No. 2360.

To

J. D. GORDON, Esq,

Offg Junior Secretary, Govt of Bengal

Darjeeling, the 22nd September 1862.

Sir,

I have the honor to solicit the attention of Government to my letter, No 1938, dated the 25th July last, and to request that I may be furnished with the order therein solicited for the publication of the Annual Report of this Department for the year 1860-61.

I have &c,

W. S ATKINSON,

Director of Public Instruction.

No. 531 I.

From

The OFFG. JUNIOR SECRETARY TO THE GOVERNMENT OF BENGAL,

To

The DIRECTOR of PUBLIC INSTRUCTION.

Dated, Bhaugulpore, the 13th October 1862

Sir,

I am directed to acknowledge the receipt of your letter, No. 2360, dated the 22nd ultimo, and in reply to inform you that the Lieutenant-Governor authorizes you to publish the Annual Report of the Education Department for 1860-61.

Education.

I have the honor to be,

Sir,

Your most obedient Servant,

J. D. GORDON,

Offg. Junior Secretary to the Govt. of Bengal.

REPORT

OF THE

DIRECTOR OF PUBLIC INSTRUCTION,

FOR THE YEAR 1860-61.

To

J. D. GORDON, Esq.,

Junior Secretary to the Government of Bengal.

Fort William, 30th June 1861.

I have the honor to submit, for the information of Government, a report on the operations of the Education Department in the Lower Provinces of Bengal, for the year ending April 30th, 1861.

Changes in the Department.—Several changes have taken place during the past year, among the officers engaged in the administration of the Department.

By Dr. Roer's retirement from the service on pension, the Inspectorship of South-West Bengal became vacant, on the 22nd March; and on the 16th of that month Mr. Lodge, the Inspector for South Bengal, was compelled by ill-health to leave India for a year on sick certificate. To fill the vacancies thus occasioned, the following arrangements were made:—Mr. Woodrow was transferred from East to South Bengal, and was put in charge of the Division of South-West Bengal in addition to his own; and Mr. H. Scott Smith, the Professor of Mathematics in the Civil Engineering College, was at the same time appointed to act as Inspector for East Bengal, during the absence of Mr. Lodge. Mr. R. L. Martin of Berhampore College has subsequently (May 23rd) been appointed 5th Inspector of Schools in the place of Dr. Roer, and

Mr. Smith having expressed a wish to return to his own appointment in the Civil Engineering College, Mr. Martin has been posted to the Division of East Bengal, Mr. Lodge being transferred to the South-West Division, which is still left under the charge of Mr. Woodrow.

In the course of the year the Department has also been deprived of the services of some of the best and most experienced Deputy Inspectors, several of whom have received appointments as Deputy Magistrates and Assessors of Income Tax.

The loss of these officers, coupled with the changes among the Inspectors, has naturally given rise to temporary embarrassment and inconvenience in several Divisions. These difficulties were, however, unavoidable.

General Statistics.—From the Statement in the margin it will be seen that the net expenditure on Education in 1859-60, was somewhat less than 8 lakhs of Rupees.

Education. 1859-60.			
Disbursements, Rs.	10,43,454	6	0
Receipts, ... „	2,45,839	11	2
* Net Charges, Rupees	7,97,614	10	10

The Revenue of these Provinces for the same year did not fall far short of 13 crores, and must this year have exceeded that amount.

Cross Revenue Lower Provinces 1859-60. Rupees 12,79,29,783.

The population may probably be taken in round numbers at 40,000,000, and the area over which the operations of the Education Department extend at 260,000 square miles.

Taking these figures as a sufficiently near approximation to the truth, it appears that the Government expenditure on Education in Bengal was under $\frac{5}{8}$ per cent. of the Revenue for the year, or less than 10 annas for every 100 Rupees; whilst estimated with reference to population, the cost to the State did not reach 4 pie (2 farthings) per head per annum.

---

* This is exclusive of the charges for the University.

To afford a ready means of comparison it may be stated that in England the charge on the State for Education in 1860 amounted to more than $1\frac{3}{4}$ per cent. of the Revenue, and to nearly 9*d.* per head of the population.

At the date of the last Returns the number of pupils in Schools under Government Inspection was 50,714, and the number of Schools 826, as shewn in the following Table :—

April 30th, 1861.	Number of Schools.		Number of Pupils.	
Government Institutions.				
Colleges (General & Professional)	9		1,295	
English Schools	45		7,245	
Anglo Vernacular Schools ...	7		381	
Vernacular Schools	179		9,950	
		240		18,871
Aided and other Schools under Inspection.				
English (including School of Industrial Art)	33		4,748	
Anglo Vernacular	99		7,473	
Vernacular	266		11,496	
Girls' Schools	16		395	
		414		24,112
Indigenous Vernacular Schools, under improvement in East Bengal	172	172	7,731	7,731
		826		50,714

These figures give approximately one School, to a population of 50,000, and one Scholar to a population of 800.

The cost to the State is about Rs. 15-11-6 per annum for each Scholar ; and the aggregate of the schooling fees realized during last year being Rs. 2,21,514, it is found that each student on the average paid about Rs. 4-6 in fees towards the expense of his education. Again if reference be had to the area over which the Schools are distributed, it appears that we have less than one School for every 300 square miles of territory,

and that every 100 square miles contributes no more than 19 Scholars.

It should be noted, however, that in this calculation vast jungle tracts are included, which are only thinly peopled by wild and uncivilized tribes.

The following Table shews the amount of schooling fees collected in Government and Aided Schools in each of the last 5 years :—

Schooling Fees realized in five years, ending 30th April 1861.

	1856-57.	1857-58.	1858-59.	1859-60.	1860-61.
Amount of Schooling Fees.	Rs.	Rs.	Rs.	Rs.	Rs.
	1,78,174	1,98,100	2,04,915	2,31,072	2,21,514

These amounts may not be thought large; but when it is remembered that twenty-five years ago, in 1836, there was not in all India a single School receiving assistance from Government, with the exception of the Hindoo College then under private management, in which a fee of even the smallest amount was levied, the advance made in this respect during one generation cannot be regarded as unsatisfactory. It will be observed too that until last year the increase has been steadily and rapidly progressive. The decrease in 1860-61 is more than accounted for by the result of a reduction which was made in the rates of fees levied in the two great schools connected with the Presidency College,—the Hindoo School and the Colootollah Branch School,—where the charges were thought excessive. The receipts in these two Schools were less than those of the previous year by

Rs. 11,015. Both Schools however are still, as they have long been, self-supporting.

University Examinations.—The best criterion of the state of the highest English Education in these Provinces is afforded by the University Examinations, the results of which supply the most reliable evidence of the condition of the Colleges and superior Schools. During the last few years the improvement indicated by this test has been highly satisfactory, and the recent Examinations shew that the rate of progress has been more than maintained in the last twelve months.

Entrance.—The number of Candidates enrolled for the Entrance Examinations of December 1859 was 705. In December 1860 the number rose to 809, of whom no less than 759 were supplied by the Provinces under the control of the Government of Bengal. The remaining 50 were contributed by the North-Western Provinces, the Punjab, and Ceylon, from which countries 31 Candidates were drawn in the former year. Of the 759 Candidates with whom we are specially concerned, 42 were Christians, 25 Mahomedans, 691 Hindoos, and 1 Parsee. 399 of these passed, 50 being placed in the 1st, and 349 in the 2nd Division, as shewn below :—

Entrance.

	No. of Candidates.	Passed.		
		1st Divn.	2nd Divn.	Total.
Christians	42	3	26	29
Mahomedans	25	9	6	15
Hindoos	691	38	316	354
Parsees	1	0	1	1
Total, ...	759	50	349	399

The following Table shews the result with reference to the different classes of Schools from which the Candidates were drawn :—

Entrance.

	No of Candidates.	Passed.		
		1st Divn	2nd Divn	Total.
Government Institutions	455	34	210	244
Aided Schools	114	3	48	51
Independent Institutions	136	4	75	79
Private Students ...	28	3	7	10
School Masters	26	6	9	15
Total ...	759	50	349	399

In the previous year, out of the 664 Candidates from the Lower Provinces the number passed was—

1st Division.	2nd Division.	Total.
62	168	230

These figures shew an increase in the present year over the one preceding it of 95 candidates for admission, and of 169 actually admitted as undergraduates of the University. It will be observed, however, that the number who passed in the 1st Division was greater by 12 in 1859 than in 1860.

The cause of this falling off is to be found in the high standard of the Bengali papers set in the last Examination as compared with those of previous years.

It was stated in my last Report that in 1859 the Board of Examiners had thought it necessary to draw the attention

of the Syndicate to the very high marks generally gained in the Oriental languages, and had suggested that some alteration was called for either in the standard of the Vernacular Examination Papers, or in the mode of assessing the marks awarded for them.

The questions in Vernacular Literature had always in fact been disproportionately easy, and attention having been directed to the subject, it was very properly determined that more difficult questions should be set in future.

This was done in the examination of last December, and had the effect of lowering considerably the aggregate of marks gained, and consequently of reducing the number who would otherwise have obtained a place in the 1st Division. By a reference to the Examiners' mark lists it appears that 69 additional Candidates, making a total of 118, would have been placed in the 1st Division, if the marks gained in Bengali had been as high as in the Examination of 1859.

The general failure of this year in Bengali, however much it is to be regretted in itself, will be productive of the best results by causing more attention to be paid to the study of the Vernacular language,—a matter of great importance which has hitherto been too much neglected. To such an extent, indeed, is this the case, that many of our best Native Students can write English and even speak it with greater purity than their mother tongue. This anomaly should now be corrected.

B. A. Degree.—Of the thirty-nine Candi lates who entered for the B. A. Examination, three were Christians, three Mahomedans and thirty-three Hindoos. Fifteen only were successful, five being placed in the 1st, and ten in the 2nd Division,—as shewn below:—

B. A. Degree.

	Number of Candidates.	Passed.		
		1st Divn.	2nd Divn.	Total.
Christians, ...	3	0	1	1
Mahomedans, ...	3	1	0	1
Hindoos, ...	33	4	9	13
Total, ...	39	5	10	15

One of the successful Candidates was educated at Bishop's College, the rest at the Presidency College. It is worthy of remark that the Candidate who obtained the highest marks was a Mahomedan. This gentleman has since been appointed a Deputy Magistrate.

B. L. and L. L. Degrees.—For the Law Examination twenty-four Candidates entered their names, and sixteen passed, eight receiving the degree of L. L. and eight that of B. L. The whole of the successful Candidates were Hindoos.

L. M. and S. Degree.—The 2nd or final Examination for the degree of L. M. and S. was held this year for the first time, the practical privileges heretofore attached to the College Diploma being now transferred to the University degree.

Twenty Candidates presented themselves, and fourteen passed; three in the 1st Division, of whom one was a Christian and two Hindoos; and eleven in the 2nd Division, all Hindoos. The two Students who passed with greatest credit have received University Senior Scholarships, Mohundrolal Sircar for Medicine, and Raj Kisto Banerjee for Surgery.

At the 1st or preliminary Examination for the degree of L. M. and S., sixteen Candidates appeared, but seven only passed

and these were placed in the 2nd Division, none in the 1st Division. All these were Hindoos.

L. C. E. Degree.—In accordance with the new University Regulations, an Examination for the degree of L. C. E. was held this year for the first time. Ten Candidates presented themselves, and six of these were declared to have passed the theoretical part of the examination required for the degree;—one Christian and three Hindoos being placed in the 1st Division, and two Hindoos in the 2nd Division.

English Colleges.—In the five English Colleges for general education, the number of Students has considerably increased. On the 1st January 1860 the number on the rolls was 234, while on the 30th April 1861, the number amounted to 422, as shewn in the following Table:—

Colleges for general Education.

	No. on the Rolls, 1st Jan. 1861.	No. on the Rolls, 30th April 1860.
Presidency College	122	209
Hooghly „	32	79
Dacca „	34	76
Kishnaghur „	30	42
Berhampore „	16	16
Total ...	234	422

Senior Scholarships.—Twenty-four Senior Scholarships, tenable for two years, are annually available for the Students of the English Colleges at the end of their 2nd year. Eight of these are of the value of Rs. 25, and sixteen of the value of Rs. 20 per mensem. They have hitherto been

awarded after a special Examination held at the close of the College Session in December. This Examination is now to be superseded by the 1st Examination in Arts, which will be held for the first time in January 1862. At the last special Senior Scholarship Examination held in December, 22 Scholarships were awarded, eight of the higher and fourteen of the lower grade.

New Scholarship rules proposed.—The distribution of Senior Scholarships is a question of no little difficulty and importance. It might at first sight appear that the award should simply be determined by absolute superiority in the Examinations, so that the prizes should fall to the ablest and most successful Students of the year, no matter where they may have been educated.

If this principle, however, were adopted, the result would be that a very large proportion of these Scholarships would be carried off by the Students of Calcutta Institutions, while the Mofussil Institutions, which are doing no less service to Education than those of the Presidency, though they cannot compete with the latter on equal terms, would be deprived of due encouragement and reward.

After very careful consideration, a new set of rules has lately been prepared, by which, while local interests are guarded, the Scholarships are thrown open, as far as possible, to general competition. It is proposed to sweep away all distinction between Government and Non-Government Institutions, and to place the Students from the latter on precisely the same footing as those educated in Colleges under Government control, who have hitherto alone been eligible. The new scheme has been submitted for His Honor's sanction.

College Buildings—Dacca.—At Dacca the College Building which was given up to the Military authorities in 1857, to be used as a Barrack for European Troops, and which has

been so occupied, till very recently, to the great inconvenience of Professors and Students, was at length restored to the Education Department shortly before the close of the year.

It is to be regretted that any necessity should have arisen for the continued occupation of the College by troops after the crisis of the Mutiny had passed. The inhabitants subscribed largely at the invitation of Government towards the expense of erecting it, and they have expressed great and not unnatural dissatisfaction that it should have been turned into a Barrack, and withdrawn so long from its legitimate use.

Berhampore.—Similar discontent is felt at Berhampore at the great delay which has taken place in erecting the permanent edifice for the College, which was long since sanctioned. To provide the requisite funds, the inhabitants were induced, as far back as 1854, to raise a large subscription (now amounting, with accumulations, to more than Rupees 37,000) on the understanding that Government would supplement the sum so raised by a grant of equal amount. Various obstacles have unfortunately arisen to prevent the carrying out of the design. A year ago, however, everything pointed to a speedy settlement of the questions which had latterly caused delay, and it was hoped that building operations would at once commence. These hopes have unfortunately been frustrated, chiefly in consequence of the financial embarrassments of Government, and the commencement of the building is indefinitely postponed. Meanwhile the people are clamouring for their promised College, and complain loudly, and with some show of reason, that faith has not been kept with them.

It is on every account most desirable that the discontent and suspicion which these delays have engendered, should be set at rest, and confidence in the intentions of Government restored.

Sanscrit College.—The Sanscrit College was affiliated to the University in August last, and a small class has been formed, of advanced Students, who have passed the Entrance Examination, and will now prosecute the University course, while, at the same time, they continue their Sanscrit studies further, especially in Hindoo Logic and Law.

Calcutta Mudressa.—The Report of the Arabic Department of the Calcutta Mudressa is generally favorable, and the Anglo-Persian Department deserves especial commendation. Out of the eight Students composing the 1st class, six went up to the University Entrance Examination and passed, four being placed in the 1st, and two in the 2nd Division. It may be added that Ahmed Ali, the Candidate who obtained the highest place in the last B. A. Examination, was educated in this School, from which he was removed to the Presidency College after passing the Entrance Examination of December 1857.

Hooghly Mudressa.—A scheme has been submitted for the improvement of the Hooghly Mudressa, and is now under His Honor's consideration.

Professional Colleges, Medical College, Paying Class.—It was mentioned in the last Report that a class of Paying Students had been instituted at the Medical College, and that the new arrangement would take effect from the commencement of last Session. The rate of payment was fixed at Rs. 5 per mensem, with an Entrance fee of Rs. 15. Thirty-one Students joined the College on these terms, on the opening of the Session in June. Of these, seven have since received Scholarships, which carry with them free tuition; one has been awarded a vacant free presentation; and one has left India to complete his education in one of the Medical Schools of England. Only one has actually abandoned the study of the profession.

Military Class.—During the last year eighteen Candidates from the Military Class passed their final Examination, and were admitted into the Government Service. With the view of encouraging the study of English amongst the Students of the Military Class, the Government, in 1859, offered a bonus of Rs. 250 to all who, at the end of their College studies, should succeed in passing a satisfactory Examination in the English language. This year five Students presented themselves for Examination, of whom two passed with credit, and were considered deserving of the bonus.

Bengali Class.—From the Bengali Class, six Students succeeded in passing their final Examination, and are now qualified for admission into the Government service as Native Doctors.

Civil Engineering College.—At the opening of the last Session a Class of 3rd year Students was formed in the Civil Engineering College, for the first time. This Class, after completing the 3 years' course prescribed by the University, competed for the degree of L. C. E. in March last. The result has already been stated.

The number of Students on the rolls on the 30th April was 83, being an increase of twenty over the number in attendance at the end of the previous Session. After the Annual Examination, 17 Students were declared qualified for different grades of the public service, *viz*:—

5	for	the grade	of Probationary Assistant Engineers.
1	,,	,,	Sub-Engineer.
9	,,	,,	Probationary Asst. Overseer.
2	,,	,,	Sub-Overseer.

No decision has yet been arrived at by the Supreme Government, regarding the plan submitted last year for the improvement of the College. This delay is to be regretted, for independently of other reforms, an increase of the

instructive staff is urgently required. The Professors have too much on their hands, and the Students justly complain that they do not obtain sufficient instruction.

School of Industrial Art.—The School of Industrial Art has encountered fresh difficulties, which have again checked its progress. The Committee of Management after communicating with Dr. Hunter of Madras, determined to open a Pottery Department. A furnace was erected on a plan recommended by that gentleman, at a cost of Rs. 1,100, and two Potters (a European and a Native) were brought from Madras, to give instruction in the Art. Unfortunately before the first fire was lighted the European died, and the Native became so alarmed at the supposed unhealthiness of the climate, that he begged to be sent back to his home. Fresh arrangements are now in progress.

The Wood Engraving Class has been steadily maintained during the year, attended, on the average, by eighteen Students. The art is profitable, and therefore popular. The Secretary reports that the whole of the class of last year has left, giving as a reason, that they are able to gain more money by wood engraving on their own account in the bazar than by the share they received from the Committee for the order work they had done in the School, and which, with the Senior boys, amounted to about Rs. 12 per mensem. In the classes for Drawing and Oil-painting, the attendance has increased from twenty-four Students at the end of the last year to forty-two who are now receiving instruction.

English and Anglo-Vernacular School.

Number of Schools and Scholars.

The Returns for the year shew a slowly increasing attendance in the English and Anglo-Vernacular Government Schools, notwithstanding the large number of Aided Schools of a similar class now in operation. Some of the latter compete on equal terms with

the Government Institutions, and in all of them the rudiments of English are fairly taught, whilst the fees are comparatively small. It might therefore be expected, that the establishment of these Schools would have the effect of thinning the attendance in at least the lower classes of Government Institutions, and this has been the case in many instances. But it will be seen from the following Tables, that, cotemporaneously with a large addition to the number of Scholars in Aided English and Anglo-Vernacular Schools, the Rolls of the Government Institutions shew, *in the aggregate*, a satisfactory increase instead of a decline.

Government Schools.

Year.	English.		Anglo-Vernacular.		Total of Scholars on the Rolls on the 30th April.
	Schools.	Scholars.	Schools	Scholars	
1859	47	6,554	11	655	7,209
1860	45	6,701	9	349	7,050
1861	45	7,245	7	381	7,626

Aided Schools and others under Inspection.

Year.	English.		Anglo-Vernacular.		Total of Scholars on the Rolls on 30th April.
	Schools.	Scholars.	Schools.	Scholars.	
1859	17	2,426	75	6,404	8,830
1860	19	2,304	74	6,312	8,616
1861	33	4,748	99	7,473	12,221

Standard of Government and Aided Schools compared.—Some idea of the relative standard of the Government and Aided Schools may be obtained from the statistics supplied by the University Entrance Examination. From Government Schools, exclusive of Colleges, 414 candidates presented themselves, and 114 from Aided Institutions. Of the former, 218 passed or 52½ per cent., and of the latter 51 or 35 per cent. Again, comparing the thirty-three English Aided Schools alone with the forty-five Government Collegiate and Zillah Schools, it is found that each Government School sent, on an average, nine candidates and passed 4¾, while each Aided School sent 3½ candidates, and passed 1½. At the same time the number of Independent unaided Institutions of all classes which furnished candidates was twenty-one, the number of candidates 136, and the number passed seventy-nine. Each of these Institutions, therefore, contributed on an average 6½ candidates and passed 3¾.

Award of Junior Scholarships.—Junior Scholarships of Rs. 10 and Rs. 8 per mensem, are awarded to the most successful candidates in the "Entrance" Examination, and are tenable for two years in any of the Colleges affiliated to the University. One hundred and seventy-eight of these prizes are annually available, but the greater number are at present attached to particular Collegiate and Zillah Schools, the stipends being provided out of the yearly grants assigned to these Schools by Government. The consequence is that whenever a School fails to supply qualified candidates, the Scholarships attached to it lapse altogether for that year, notwithstanding that the number of open Scholarships is quite inadequate to reward meritorious Students from other Schools. There is no doubt that a liberal distribution of these coveted prizes among the Institutions unconnected with, or only partially supported by Government

would prove one of the most effectual and economical means of stimulating local efforts in the cause of Education. There is some difficulty in laying down definite rules for such a distribution, but a scheme is under consideration, by which it is provided that all Scholarships not taken up by the Schools to which they are attached, shall in future be awarded to candidates from other Institutions, if properly qualified.

After the last examination, 127 Scholarships were awarded, 21 of the higher, and 106 of the lower grade. These were distributed among the different classes of Schools as shewn below :—

Award of Junior Scholarships.

	1st Grade.	2nd Grade.	Total.
Government Schools, ...	13	77	90
Aided Schools, ...	3	15	18
Independent Schools, ...	5	14	19
Total ...	21	106	127

Fifty-one Scholarships lapsed.

Position in life of Scholars.—With the view of ascertaining the proportions of the different classes of the population who avail themselves of School instruction, the Inspectors were last year directed to prepare classified Lists, shewing the position in life of all the Scholars in their respective Districts. These Lists have not yet been completed, but taking the return received from East Bengal to represent fairly the state of things in other Districts, it is not without interest to note the results of this enquiry, as shewn

in the following Table, calculated for every 100 of the parents of those Scholars who are acquiring a knowledge of English :—

CLASSIFICATION OF PARENTS OF SCHOLARS.

Schools.	Zemindars.	Government Servants.	Others.	Total.
Government English and Anglo-Vernacular.	8	55	37	100
Aided English and Anglo-Vernacular	6	21	73	100

Taking the Government and Aided Schools together, this classification shews that every 100 parents of scholars learning English will comprise :—

Zemindars.	Government Servants.	Others.
7	38	55

Mr. Woodrow notes that it is shewn by the statistics furnished by one of the Commissioners appointed by Lord Dalhousie to investigate and report on the state of the country, that out of every 100 of the parents of Scholars in Government Zillah Schools, there were, prior to 1854,—

Zemindars.	Government Servants.	Others.
6	65	29.

No Aided Schools were then in existence, and there were few Private Institutions in which English instruction was given. In order therefore to estimate the Educational position of these classes then and now, a comparison may not unfairly be instituted between their relative numbers in the Zillah Schools six years ago, and the Zillah and Aided English Schools together at the present time. If this be done, it will appear that of the classes who send their children to these Schools, there

are now 62 per cent. unconnected with Government, against 35 per cent. at the former period. In other words the number belonging to the unofficial classes is now not far from double that of the officials, the actual ratio being 62 to 38, whereas six years ago the proportion was reversed, the percentage then being 35 unofficials to 68 officials.

It was natural that natives employed in the service of Government should be the first to recognize the value of an English education, but it is satisfactory to find that appreciation of the advantages conferred by it is widely and rapidly extending among other classes.

Government Vernacular Schools.—The following Table shews a considerable reduction in the number of Government Vernacular Schools and Scholars during the year:—

Government Vernacular Schools.

Year.	Schools.	Scholars on the Rolls, 30th April.
1859	232	10,403
1860	223	10,450
1861	179	9,950

Changes in Assam.—This reduction is due to the abolition of 50 Schools of an elementary character in the province of Assam. The Funds which this measure rendered available, have been re-distributed partly in augmentation of the sums set apart for subsidies to Indigenous Schools in the Province, and partly in raising the standard of the remaining twenty-one Government Schools, these being so distributed throughout the District as to be readily accessible to lads who may desire to obtain a better Education than the Indigenous Schools are capable of affording.

The reasons for these changes are, 1st, the increased demand for education of a higher order, as a consequence of the success of the very unpretending Schools hitherto maintained by Government which have produced, to quote Colonel Jenkins's words, "such a diffusion of instruction among these hitherto unlettered people, that now it is felt to be a disgrace even to the lowest classes not to be able to read and write." And 2ndly, the success of the system of subsidies more recently established, which has called into existence a large number of Indigenous Schools mainly supported by the people themselves, and of a class well fitted in the opinion of the Inspector and the Provincial authorities to take the place of the Elementary Government Schools in imparting the first rudiments of knowledge.

Aided Vernacular Schools and Unaided Schools under Inspection.—The number of Aided and other Private Vernacular Schools under Inspection has increased, with a corresponding increase in the number of Scholars.

Aided and other Private Vernacular Schools under Inspection.

Year.	Schools.	Scholars on the Rolls, 30th April.
1859	247	The Returns for this year were erroneous, and are not therefore given.
1860	263	10,563
1861	266	11,496

Indigenous Schools under improvement in East Bengal.—The number of Indigenous Schools under improvement in East Bengal, has been diminished by 25, with a total reduction of 976 Scholars. The principal cause of this decline is the abolition of several Circles, which was necessitated in order to keep

the expenditure within the limit allowed by Government. In all thirty-eight Circle Schools have been closed, and thirteen new Schools opened during the year. Three of the closed circles, containing eight Schools, have developed themselves into Aided Schools. The number of Schools and Scholars for the last three years is given below.

Indigenous Schools under improvement in East Bengal.

Year.	No. of Schools.	No. of Scholars on 30th April.
1859	169	7,588
1860	197	8,707
1861	172	7,731

Grants-in-aid.—From August 1858 to April 1860, the assignment of new Grants-in-aid was suspended in consequence of the peremptory order prohibiting all increase of expenditure for Educational purposes; but a few days before the commencement of the last official year, a Despatch was received from Her Majesty's Secretary of State for India authorizing the re-allotment in new grants, of any sums which had then lapsed, or might in future lapse, owing to the discontinuance or reduction of Grants to particular Schools. As soon as the re-opening of the Grants was publicly known, numerous applications came in from all directions. These received a careful sifting with reference to the comparative wants of different localities, and the actual condition and probable success of the Schools for which aid was solicited. The result is that up to the 30th April last, new Grants have been sanctioned for eighty-nine additional Schools, aggregating Rs. 2,217-8 per mensem, while three Schools already receiving aid have obtained augmentation Grants amounting to Rs. 48 per mensem.

During the same period Grants to sixty-one Schools have been cancelled, and Grants to seven Schools reduced. The sums thus set free for re-distribution amount to Rs. 1,278-2 per mensem.

The causes which have led to the withdrawal of Grants are various, but may generally be classed under two heads,—the declining condition and unfavorable prospects of the Schools as reported by the Inspectors, and the failure of local subscriptions consequent on the loss by death or otherwise of the original proprietors or promoters.

The following Statements give the details of the Grants sanctioned and cancelled during the year :—

Grants to additional Schools.

No. of Schools.	Class of do.	Amount of Grants per mensem.
6	English,	330 0 0
37	Anglo-Vernacular,	1,297 0 0
41	Vernacular,	526 0 0
5	Girls.	64 8 0
89		2,217 8 0

Augmentation Grants.

No. of Schools.	Class of do.	Amount of Grants per mensem.
2	Anglo-Vernacular,	45
1	Vernacular.	3
3		48

Total amount sanctioned... ... ... Rs. 2,265 8 0

Grants Cancelled.

No. of Schools.	Class of do.	Amount of Grants per mensem.
20	Anglo-Vernacular,	634 0 0
39	Vernacular,	501 10 0
2	Girls.	47 0 0
61		1,182 10 0

Grants Reduced.

No. of Schools.	Class of do.	Amount of Grants per mensem.
5	Anglo-Vernacular,	82 0 0
2	Vernacular..	13 8 0
7		95 8 0

Total amount cancelled ... ... Rs. 1,278 2 ° 0

The additional monthly expenditure sanctioned within the year is therefore Rs. 987-0-6, and the number of Schools receiving aid has been increased by 28.

On the 30th April the whole number of Institutions receiving assignments of Public Money under the Grant-in-aid Rules was 289, and the monthly Grants aggregated Rs. 8,147-2-0.

The amount which remained available for distribution at that date was Rs. 1,063-12-8.

No. of Educational Officers.—The number of Educational Officers engaged in the administration of the Department, and in the direct work of Instruction in Government Institutions, (exclusive of the Professional Colleges,) and in Schools receiving Grants of Public Money, is shewn by the last Return to be 1,732.

These are classified in the following Table:—

Return shewing the number of Officers employed in Government and Aided Educational Institutions, (including the Director and the Inspectors of Schools) classified according to their monthly salaries.

No. of Officers.	*Monthly Salaries.* Rs.
1	2,000
1	1,300
1	1,200
1	1,000
1	900
1	800
5	800 and less than
4	700 " "
2	600 " "
4	500 " "
16	400 " "
10	300 " "
46	200 " "
39	150 " "
147	100 " "
250	50 " "
1,203	25 " "
Total, Rs. 1,732	

This Return does not include the Officers employed in the Professional Colleges.

Influence of Civil Officers of Government on Education.—In accordance with the orders communicated to me, I have strictly confined myself in this Report to a review of the operations of the year; and further details will be found in the annexed extracts from Reports of the Inspectors of Schools and other Officers of the Department. But before concluding, I beg permission to call His Honor's attention to the lamentable want of interest in the progress of Education which is very generally manifested by the Civil Officers of Government throughout the country. This indifference is comparatively of little moment where Education has made considerable advances, as it has done in the Districts near the Presidency and in some parts of East Bengal. But elsewhere the want of an active interest on the part of the representatives of Government in the mental and moral advancement of the people around them is often greatly felt and is much to be deplored. It is argued by some, that it is better as a matter of policy that the work of stimulating Native Education should be left entirely to the Officers of this Department, and that the interference of the Civil Authorities is to be deprecated as likely to lead to mischief. From this opinion I cannot too strongly dissent. The vast influence which is wielded by the Civil Officers of Government, if not used actively in support of Education, must almost of necessity tend to retard its progress, and what I have seen in some parts of Behar and elsewhere appears to shew that this is really in many instances the case.

Where the people see that men in authority are indifferent about the spread of knowledge and enlightenment, and are just as ready to bestow favours and rewards on the uneducated as on the educated, it is hardly likely that they will be at much pains to secure the advantages of sound instruction for their children.

To them these advantages are non-apparent, and no abstract arguments urged by a School Inspector, are likely to convince the people of their reality.

What is required involves no great expenditure of time or trouble. Civil Officers are generally largely occupied with their own specific duties, but all might find it possible from time to time to pay short visits to the Schools of different classes established in their Districts, and say a few words of encouragement or advice to Boys and Masters; and if besides this, they adopt a recognized system of rewarding deserving Students in the distribution of patronage, it is certain that they will give most valuable and efficient aid to the efforts of this Department.

It ought, I think, to be understood by all Officers of Government, that the diffusion of Education is an important part of their public duty, and that it is incumbent on them to use all legitimate means to encourage and support the measures that are brought into operation for that important object.

I have the honor to be,

SIR,

Your most obedient Servant,

W. S. ATKINSON,

Director of Public Instruction.

Appendix A.

Reports of the Inspectors of Schools and Principals of Colleges.

FROM

H. WOODROW, ESQ., M.A.,

Inspector of Schools,

To

W. S. ATKINSON, ESQ., M.A.,

Director of Public Instruction.

Dated, Calcutta, the 1st June 1861.

SIR,

IN obedience to the injunctions contained in the Circular of your predecessor, No. 970, dated 12th May 1856, I have the honor to submit to you my Report for the year ending 30th April, 1861.

2. The following Table shows for the last two years the number and character of the Institutions in East Bengal under the supervision of the Government Education Department.

Schools in East Bengal.

	1859—60.		1860—61.	
	Schools.	Pupils.	Schools.	Pupils.
Government College at Dacca, ...	1	51	1	76
Government Collegiate School at Dacca, ...	1	267	1	246
Government Zillah Schools,...	10	1,403	10	1,448
Government Vernacular Schools, ...	6	345	6	404
Government Normal Vernacular Schools, ...	2	194	2	183
Government Model Vernacular Schools, ...	2	415	2	464
Grant-in-aid Calcutta Girls' School, ...	1	100	1	81
Grant-in-aid Native Female Schools, ...	4	78	7	166
Grant-in-aid Anglo-Vernacular Schools, ...	33	3,003	47	3,809
Grant-in-aid Attached Schools, ...	10	331	11	412
Grant in aid Vernacular Schools, ...	65	3,936	75	4,146
Indigenous Schools under improvement in 70 Circles in 1860, and in 64 Circles in 1861, ...	197	8,707	172	7,731
Total, ...	332	18,830	335	19,176
Private Anglo-Vernacular Schools under inspection,...			5	434
Private Vernacular Schools under inspection ...			18	668
Private Girls' Schools, ...			3	42
Total,...			361	20,320

3. The above Table exhibits during the year under report several changes, about which a brief explanation may be desirable.

Changes in the Schools.

The total number of Schools and pupils under superintendence or inspection by Government Officers, has increased during the year by 29 Schools and 1,490 pupils.

The Dacca College shows an increase of 25 students. This is due to the removal of the restrictions on the award of Junior Scholarships.

The Dacca Collegiate School is less by 21 pupils. The high fee exacted in this school deters new comers from entering it, and fills the rolls of the Pogose School and of the Branch School, the former of which has increased from 260 to 389, or by 129 boys, and the latter has remained stationary. The Pogose School is flourishing under the vigilant care of Mr. Pogose. It has also had the advantage of an excellent Head Master, Baboo Kassi Kanth Mookerjee. I consider it the most thriving of all the Schools out of Calcutta. The number of students learning English in the town of Dacca has on the whole increased by 138 during the year.

The ten Zillah Schools have on the whole increased by 45 pupils. An increase has occurred of 63 at Burrisal, of 18 at Chittagong, of 33 at Barrackpore, of 13 at Commillah, of 10 at Pubna, of 8 at Noakhali, and of 1 at Furreedpore. A decrease is found of 39 at Baraset, of 18 at Jessore, and of 44 at Russapuglah. The increase is due to a general spread of a desire for education. At Barrackpore the school is steadily recovering its former numbers, which were reduced by nearly half when the fees were increased in 1860. In Baraset the decrease is due to the absence of 23 boys in April on account of sickness, the death of 6 boys, and to the establishment of Anglo-Vernacular Schools at Nulkura and at Chota Jagoolia by which the supply to Baraset has been diminished. The

reduction at Jessore is on account of an epidemic of sickness. At Russapuglah the Mysore Princes are tired of their school. In February last, when it was closed, the Boarding School had dwindled down to one member of the Mysore Family. In March last, the day school contained only six Shahzadas, all in the last class, of whom three were regular and three irregular in attendance.

A most satisfactory increase has been seen in the Grant-in-Aid Anglo-Vernacular Schools, which have increased from 33 to 47 in the number of schools, and from 3,003 to 3,809 in the number of pupils, being an increase of 14 schools and 806 boys. New Anglo-Vernacular Schools have been established at 17 places, namely, at Kadihati and Bistopore in the 24-Pergunnahs; at Echapore, Nulkura and Shalipore in Baraset; at Katipara and Pulva Magoorah in Jessore; at Balliakandi and Kururia in Pubna; at Manikdaha, Madhabpore, Soidpore, Panchooria, Oojani, and Gelaldi in Furreedpore; and at Lohagun and Nabobgunge in Dacca.

Grant-in-Aid Anglo-Vernacular Schools were abolished at Poyla in Furreedpore, and at Joinshar and Naraingunge in Dacca, and hence the total increase is reduced to fourteen.

In East Bengal, exclusive of schools in Calcutta and of private schools in the Mofussil, there is a total increase of the students learning English from 4,724 to 5,579, or of 855 pupils. This is below the actual number, as the increase in the private and metropolitan schools, which is known to be considerable, has been omitted.

Vernacular Schools.

The Normal Vernacular School at Dacca numbers 116 pupils, exactly the same amount as at the end of the previous year. The Calcutta Normal School numbers 67, which is a falling off of 11 scholars.

In the six Government Vernacular Schools (a portion of the remains of Lord Hardinge's 101 schools), the numbers have increased by 59 boys, the greatest increase being 23 at Muzzilpore and 15 at Chota Jagoolia. A decline of 18 boys has occurred at Boro Jagoolia on account of sickness. The Hardinge School at Sukhdebpore has been removed to Jessore and placed under the superintendence of Baboo Guru Churn Doss, the Deputy Magistrate under the Dacoity Commission. The school is attended by the children of convicted dacoits (gang-robbers). There are now 53 of these children in the school. The thanks of the department are due to Baboo Guru Churn Doss for the kind interest he takes in the welfare of this singular school.

Several Anglo-Vernacular schools have Bengali schools attached to them, held in the same school-house, superintended by the staff of the Anglo-Vernacular School, and taught supplementally by a Guru paid from the fees. Attached schools have been opened at Manikdaha, Oojani, Madhabpore, and Gelaldi in Furreedpore, and have been closed at Poyla in Furreedpore, Rarooli in Jessore, and Joinshar in Dacca. The result is an increase of one in the number of schools and of 81 in the number of pupils.

Grant-in-Aid Vernacular Schools have increased by 10, and the attendance in them by 210. The new schools are 21 in number, and are situated at Subornapoli, Kasipore, and Kowgachi in Baraset; at Moolghur in Jessore; at Pubna, Choitrohati, and Haturia in Pubna; at Dhankara, Barabakpore, Kistopore, Kulsi, Nalakola, Sengaer, Luklakul, and Akonburia in Furreedpore; and at Kukutia, Majhpara, Harshura-Doobdhara, Joinshar, and Poragachi in Dacca.

Vernacular Schools have been abolished at Rusputnge, Nundyal, Akra, and Rossa in the 24-Pergunnahs; at Pardanga, Barrackpore, and Neelgunge in Baraset; at Sulkea,

in Jessore; and at Ambaria, Nursingdea, and Bethanga in Furreedpore.

The number of indigenous schools and scholars under improvement has been diminished by 25 schools and by 976 scholars. The principal cause of the reduction is the abolition of several circles, which were closed in order that the number of circles might not exceed the limit allowed by Government.

Three circles, containing 8 schools, have developed themselves into Grant-in-Aid Schools, *viz.*, Subornopoli, Echapore, and Kowgachi in Baraset. Eight circles, containing 21 schools in all, have been closed at Malungapara and Baraset in Baraset; at Kanta and Koomorea in Jessore; at Kusumhati in Dacca; and at Sura, Khurda, and Dakuria in the 24-Pergunnahs. Schools have been closed in existing circles at Chapapukeea in Bajitpore circle, at Hosseinabad in Taki, at Sreepore and Debhata in Sreepore, at Jungulpore in Kudepore, at Bramindanga in Bramindanga, at Bhanga in Bhanga, at Janaghat in Nursea, and at Kulma in Ariol. Thus 38 Circle Schools have been closed.

Five new circles, containing 12 schools, have been planted at Seakali in Jessore, and at Narendra, Begumbazar, Shobodiah, and at Boshonia in Dacca. In the Bramingow circle, a Girls' school has been established at Koshali in addition to those in existence. Thus in all 13 new schools have been opened. The difference between 38 schools closed and 13 new schools opened, gives 25 as the reduction of schools under improvement.

Grants-in-Aid have been given to the Girls' Vernacular Schools at Nobodhoy, Muzzilpore, and Nychatti. The Aided Girls' Schools at Rarooli and at Syedpore have been closed.

I have this year added as a supplement to the Table a list of a few private schools which are under regular inspection

in East Bengal. The number of schools occasionally visited by the Deputy Inspectors is very large, but they are not included in the above list. It would be a fortunate circumstance if zemindars would be led to think that it is more honorable to support a school altogether, than to ask the help of Government for half the support.

Classification.

Having thus exhibited the quantity, it is necessary next to show the quality of the education given in East Bengal. In former years I have described at some length the principles on which schools were classified under one or other of six heads in a descending scale of Excellent, Good, Fair, Moderate, Indifferent, and Bad. These are the classes prescribed by the Lords of the Council on education in England; and in the classification of Bengali Schools I have endeavoured to follow the plan indicated in the Reports of the Inspectors of Schools in Great Britain. I believe that the standard for Vernacular Schools in India is higher than that observed in England. Zillah Schools are measured by the standard of the non-gremial examinations of Oxford and Cambridge.

The following Tables show the classification in 1861, and its comparison with that of last year. Six Schools, about whose class some doubt exists, are entered as unclassified :—

Classification of the Government and Aided Institutions in East Bengal.

	Excellent.	Good.	Fair.	Moderate.	Indifferent.	Bad.	Unclassified.	Total
Government College at Dacca	1	.....	.....	.....	.....	.....	.....	1
Government Collegiate School at Dacca	1	.....	.....	.....	.....	.....	.....	1
Government Zillah Schools	3	6	1	.....	.....	.....	.....	10
Government Normal Schools	.....	2	.....	.....	.....	.....	.....	2
Government Model Schools	1	1	.....	.....	.....	.....	.....	2
Government Vernacular Schools	1	2	1	1	1	.....	.....	6
Grant-in Aid Calcutta Girls' School	.....	.....	1	.....	.....	.....	.....	1
Grant-in Aid Native Girls' Schools	.....	.....	.....	2	4	1	.....	7
Grant-in Aid Anglo-Vernacular Schools	1	9	7	18	8	4	.....	47
Grant-in Aid Attached Vernacular Schools	.....	.....	.....	5	2	.....	4	11
Grant-in Aid Vernacular Schools	1	12	16	29	9	6	2	75
Indigenous Schools under improvement in 64 Circles in 1861	.....	21	47	53	34	17	.....	172
Total	9	53	73	108	58	28	6	335

	1860.	1861.
Excellent	10	9
Good	36	53
Fair	49	73
Moderate	114	108
Indifferent	81	58
Bad	42	28
Unclassified	0	6
Total,...	332	335

This result is more satisfactory than a mere increase of numbers. It shows that our schools, as a mass, are making steady progress.

The first three classes contain 135 satisfactory schools in 1861, against 85 in 1860. The last two classes contain only 86 instead of 123 unsatisfactory schools. Jessore Zillah School, which last year was classed as "excellent," is this year counted as "good."

All the Inspectors have received directions to submit this year classified lists of their schools. As the award of the class to a school is the summary of the yearly work of the Inspector and the Deputy Inspectors, and as the public feels an interest in knowing how the several kinds of institutions are progressing, and as each school is anxious to see how it stands relatively to its neighbours, these lists will be regarded with general as well as with individual interest.

Who our Students are.

The statement regarding the number and classification of our schools having now been considered, it may not be uninteresting to enquire into the social position of the boys and girls forming

the above total of 20,176 pupils. I regret to say that the collection of statistics on the caste and occupation of the parents or guardians of each one of these twenty thousand children has been a work of difficulty, and that the list is incomplete. Still it has been done for the great majority of institutions above the level of Indigenous Schools. The list, which I have prepared according to your directions, and forwarded to your Office, contains Returns from eight Zillah Schools, 36 Anglo-Vernacular Schools, 72 Vernacular Schools, and 99 Indigenous Schools. These form a sufficiently large number to warrant the general accuracy of conclusions drawn from them regarding the social position of the parents who educate their children in East Bengal. Among 10,705 such persons, there are 412 Zemindars, 1,820 Officials connected with Government or with the Courts, and 8,473 not so connected. These results are approximate only, for, unfortunately, some of the Returns gave the number of children, and others the number of parents, in each grade; so that two brothers are in some Returns counted as one, and in others as two.

The parents or guardians may be grouped together according to their professions in the following summaries:—in 8 Zillah Schools, 85 Zemindars, 567 Officials, and 386 Non-Officials; in 36 Anglo-Vernacular Aided Schools, 149 Zemindars, 561 Officials, and 1,872 Non-Officials; in 72 Vernacular Government and aided Schools, 122 Zemindars, 400 Officials, and 3,143 Non-Officials; and in 99 Indigenous Schools, 56 Zemindars, 292 Officials, and 3,072 Non-Officials.

The Zemindars or large landholders include a few Rajahs, and a few possessors of tens of thousands of acres. Among the Officials are Principal Sudder Ameens, Deputy Magistrates and Collectors, Sudder Ameens, Moonsiffs, Educational Officers, Post Masters, Overseers, Cashiers, Pleaders, Doctors, Officers of the Courts of the Judge, Collector, Magistrate, Salt

Agent, &c., of various names and degrees, Pensioners, Peons, and servants. Among the Non-Official class are found Talukdars in great number, Banians, Merchants, Dewans, Priests, Naibs, Gomashtas, Clerks, Physicians, Farmers, Ryots, Shop-keepers, Petty Dealers, Peons, Laborers, Servants, and persons subsisting on charity.

Though we have several thousand Brahmins on our rolls, I was surprised to find 667 Priests (the most bigoted of all Brahmins) sending their children to our schools. Of this number 158 patronise English Schools. A venerable priest near Baraset, who sends his sons to an English school, lamented to the Deputy Inspector that the liberality of his followers was waxing cold; and that the family which, since the days of Bullal Sen, had scrupulously taught all its sons Sanscrit, was now obliged, from poverty, to substitute in its place English. At the bottom of the list of 10,705, are 1,132 petty dealers, 783 ryots, 72 peons, 340 servants, 239 mechanics, 320 laborers, and 100 depending on charity, but not beggars. About one-half of the Indigenous Schools under improvement have sent Returns, and as there is no reason to doubt that the pupils frequenting the other half of these schools are drawn from the same classes of society as those from the like schools entered in the Table, we may, on this assumption, deduce the conclusion that, of the 20,000 pupils in East Bengal, 500 pupils belong to the upper ranks of Native society, 6,000 to the lower, and 13,500 to the middle classes. It may be said, therefore, that two-thirds of the people receiving education belong to the middle classes, and of the remaining third a small fraction to the upper ranks, and the rest to the lower ranks of society.

Another prominent fact on the list is, that Government Zillah Schools are chiefly filled with the sons of Government Officials, and Aided Schools by the children of persons

unconnected with Government. Out of every 100 of the parents and guardians of the pupils in the schools of East Bengal we have

	Zemindars.	Government Servants.	Others.	Total.
In Zillah Schools	8	55	37	100
In Aided Anglo-Vernacular ditto ...	6	21	73	100
In Aided Vernacular ditto	3	11	86	100
In Indigenous ditto	1½	8½	90	100

Among the statistics furnished by Mr. Currie, one of the Commissioners sent out by Lord Dalhousie to investigate the state of the country, in 1853, was a summary of the professions of the parents of the children of four Zillah Schools, drawn from the Admission Books from the time of the establishment of the schools. The Reports of the other Commissioners in East Bengal, Mr. Dunbar and Mr. J. R. Colvin, do not give statistics, though they confirm, generally, the conclusions to be drawn from Mr. Currie's Tables.

Out of every 100 of the parents and guardians of the pupils in the Government Zillah Schools before 1854, there

were Zemindars	6
Government Servants	65
Others	29
	100

In comparing the results in 1853 with those in 1861, we find a falling off of 10 per cent. in the proportion of Government Officials sending their children to Zillah schools, and an increase

of 2 per cent. in the proportion of Zemindars, and of 8 per cent. in the proportion of private individuals. These changes are satisfactory, and are due, probably, to the fact that Government servants first perceived the advantages of education, but that a more general knowledge of its value is now spreading among the people. The proportion of Zemindars in Zillah Schools would now have been greater, had not many of them established Grant-in-Aid Schools for their own families at their country houses. Several Government Officials have followed this example, but not to so great a degree as Zemindars. The establishment of Aided Schools, since Mr. Currie's Report was written, prevents any rigorous comparison between the former and the present state of Zillah Schools; because Zillah Schools were formerly the sole means, but are now only partially the means, of the education of the upper and middle ranks of Native society.

Teachers—their Salaries and Social Standing.

In the tuition and supervision of the 335 schools in East Bengal, 655 officers are engaged, of whom 483 receive their pay, directly or indirectly, from Government, that is, 246 are paid wholly or chiefly by Government, and 237 are paid from schooling fees and local subscriptions. The remaining Teachers, 172 in number, are the Gurus of Indigenous Schools, who eke out their scanty collection of fees by receiving presents of food and clothes from the parents of the boys they teach. Three-fourths of these 172 Gurus are supposed to receive in all less than six Rupees a month each. But it is very difficult to tell exactly what is the value of the gifts they occasionally obtain.

Of the 483 officers who receive pay from Government or from Managers of Schools aided by Government, 11 receive each Rs. 150 and upwards; 29 between Rs. 50 and Rs. 150; 63 between Rs. 25 and 50; and 380 less than Rupees 25.

Brahmins and Kyasths preponderate greatly in the instructive staff of our schools. This circumstance has both advantages and disadvantages. Among its advantages is the fact that these classes are gentlemen by birth and social position, and have been so, the Kyasths for many generations, and the Brahmins for untold ages. The discipline of our schools is very easy work, since children have been sedulously taught from their cradles (or rather from their birth, for Bengalees have no cradles) to venerate their teachers. Among the disadvantages is the inexpediency of employing means of discipline which owe their efficiency to considerations of religion and caste.

Examinations.

The Inspector is directed to submit in his Report some remarks on the examinations in which the students of his division are interested. The examinations are numerous. Students learning English are interested in the Indian Civil Service examinations held in London, in the Honor, the Degree, the Intermediate, and the Entrance examinations of the Calcutta University. Students learning Bengali only are concerned in the Normal School examinations for admission and Certificates, and in the examinations for Vernacular Scholarships and Medical College Scholarships. The interest in the Civil Service examination is increasing, and has become more decided since the admission of Natives of India to the Covenanted Medical Service has been abolished. The Civil Service examination is the only avenue to high employment now open to the Natives of India, and they feel that they contend against enormous disadvantages. Not only have they, by going to England for examination, to face the dangers of excommunication from their families and caste—a stern and living reality, containing all, and more than all, the terrors which attended an interdict or an excommunication

in olden times—but at the Examination they will be placed in an unfavorable position, owing to the incompleteness of the arrangements for carrying out the system of examination adopted by the University of Calcutta.

The Calcutta course is good for general students, and, if fully carried out, would be an excellent preparation for the Civil Service competitioner, though it is not so at present.

The Calcutta University has a B. A., and an Honor examination. It requires B. A. candidates to show satisfactory knowledge in *each one* of five branches of education. (1.) The Languages of two countries. (2.) History. (3.) Mathematics. (4.) Natural History and the Physical Sciences. (5.) Mental and Moral Sciences. Honors are given to Bachelors of Arts for high proficiency in any one of these five branches.

There is at present no provision for giving instruction for the higher standard of the Honor examination. Now, it is precisely these higher branches that count most in the Indian Civil Service examination. The 6th clause of the latest published arrangements of this examination declares that "no candidate will be allowed any marks in respect to any subject of examination, unless he shall be considered to possess a *competent* knowledge of that subject."

There is much doubt as to the meaning of the word "competent." The Calcutta B. A. examination in Mathematics comprises a course excluding Analytical Geometry and the Differential Calculus. It is probable that, in the opinion of the Examiners, no competent knowledge of Mathematics can be shown in the absence of an acquaintance with these two subjects. It is probable also that an acquaintance with the History of Greece and Rome, or of France, Germany, and Italy, may count as nothing in the absence of a knowledge of the languages of those countries, since the very questions

on Modern History are frequently set in a foreign language. Certain information is desired on these points. The list of marks for the Civil Service Examination stands thus :—

Language, Literature, and History of England, including the History of the Laws and Constitution ...	1,500
Language, Literature, and History of Greece and Rome (750 each)	1,500
,, ,, of France, Germany, and Italy (375 each)	1,125
Mathematics (pure and mixed)	1,250
Natural Science	500
Moral Sciences, ...	500
Sanscrit and Arabic Languages and Literature (500 each)	1,000
	7,375

On examining this list of marks, it is seen that, of the eleven branches of knowledge for which marks are more or less given, only four branches, *viz.*, the English language, Moral Science, Mathematics, and Natural Science, are subjects taught in our Government Colleges. These four branches bear in all 3,750 marks, or 51 per cent. on the total marks. Three branches, French, Sanscrit, and Arabic, are on the whole equally available for Hindus and Europeans. These three bear 1,375 marks, or 19 per cent.; a little less than a fifth of the total sum. Four branches, Latin, Greek, German, and Italian, are not likely to be studied by any Bengali. They bear 2,250 marks, or 30 per cent. of the total.

It must also be borne in mind that four-fifths of the mathematical questions require Analytical Geometry or the Differential Calculus, and if the remaining questions were all answered—which is in the highest degree improbable—the marks attainable would be about 200 out of 1,250. In fact, a native of India, who does not know Sanscrit or Arabic, and

the higher parts of Mathematics, has to compete with educated Englishmen in a knowledge of the Language, Literature, and History of England, and in a knowledge of those Natural and Moral Sciences, by acquaintance with which the English have been raised above Hindus and Mussulmans. The successful Hindu (for the Mussulman will rarely be able to enter the competition) will not only have to surpass the Englishman in these subjects, but to surpass him so completely as to counterbalance the Englishman's knowledge of Latin and Greek, and probably of French, German, and Italian.

From these considerations it is evident that, unless a Hindu studies Sanscrit and high Mathematics, and the Natural Sciences, it is almost useless for him to enter the competition for the Indian Civil Service. It would be but simple justice to the country to allow its best students the privilege of studying these subjects in the Government Colleges.

Then again the arrangements regarding age are tantalizing. The limits of age assigned in Calcutta do not fit in with those obtaining in England. The University Entrance here presents a lower limit, and the Civil Service competition in London an upper limit, and between the two the period for College instruction is cut down at both ends for nearly half the students. Take, for example, the case of a student whose birthday falls on some day of the five months between the 1st December and the 1st May, say in March. He will not be eligible to appear at the Entrance, however well prepared he may be, till he is $16\frac{3}{4}$; and he must contend at the Civil Service competition when he will be about $21\frac{1}{4}$. He has thus but $4\frac{1}{2}$ years for study between the two tests.

Another candidate whose birthday falls between the 1st May and 1st December—say in September—will pass the Entrance when he is $16\frac{1}{4}$, and the Civil Service competition

when he is 21¾, and thus will gain 5½ years between the limits. As it is not to be expected that the English rule will be altered, an attempt should be made to induce the Calcutta University to modify its rules so as to provide for the above case. If the entrance limit were fixed at 15½, instead of 16, all that is required would be gained. Oxford and Cambridge have no limit of age, and it seems unnecessary that in Calcutta a limit should be placed which is a serious disadvantage to nearly half the students. Competition practically imposes a limit in the Universities of Great Britain, and would doubtless impose one in Bengal.

The Indian Civil Service examination has exercised a powerful influence on the routine of studies at the Dublin University, and has not been unfelt even at Oxford and Cambridge. For example, the Dublin University founded a Professorship of Arabic in 1855, and a Professorship of Sanscrit in 1858, and re-constituted in 1855 the old Professorship of Oratory, so as to make it a Professorship of English Literature; and remodelled in 1856 the Professorship of Natural Philosophy, so as it make it a Professorship of Natural and Experimental Philosophy. In 1856, it instituted "Moderations" (or Honors for its highest students in "History, Political Science, and English Literature." The Rules of the Indian Civil Service examination are printed in the Dublin Calendar, with a list of all the successful students. It is difficult to say what more could be done by Dublin, even if it trained its students, like another Haileybury, expressly and solely for the Indian Service. But Indian Universities, which are most concerned in the result of these Civil Service Examinations, have at present paid them no attention. When the Universities of Oxford, Cambridge, and Dublin modify their course of studies to suit the Indian Competition Examinations, it is surely not unbefitting our Colleges to follow their example.

The results of the University B. A. Degree and Entrance examinations have been so fully published for general information, and so canvassed by the several Schools and College interested therein, that it is not necessary for me to offer here any remarks on them. No student of the Dacca College has yet passed the B.A. examination. In two consecutive years it has singularly happened that Dacca students who had passed brilliantly in four branches were plucked because they fell short of the passing standard in the fifth branch by one single mark.

Senior Scholarship Examination.

The examination of December 1860 was the last of the Senior Scholarship examinations. Henceforth the duty will be discharged by the University. It is with feelings of regret that I see the abolition of this old College test, in which I have been engaged some four or five times since 1851. The change is doubtless rendered necessary by change of circumstances, but I bid adieu to the Senior Scholarship Examination, as to an old friend.

The standard of the present B. A. Degree examination is lower than that of the old Senior Scholarship fourth year. But formerly each student pursued more decidedly the subjects in which he was most proficient, since failure in one could be compensated by excellence in another. Now, every student must pass satisfactorily in all the subjects. Failure in any one branch cannot be made up for by any amount of excellence in another. Till students, as a matter of course, "go in" for Honors, the B. A. Degree standard in any one subject will necessarily be below that imposed before 1854 for the old Senior Scholarships.

The Presidency College now attracts to itself all the third and fourth year students, but formerly it was not so. The Hindu College of Calcutta, the predecessor of the

Presidency College, ran its course with the rest, and was frequently beaten. In the fourth year Scholarship examination of 1850, out of 9 students there were 4 from Dacca, 2 from Kishnaghur, 1 from Hooghly, and 2 from Calcutta. In 1851, out of 15 in the fourth year, there were 2 from Dacca, 5 from Hooghly, 4 from Kishnaghur, and 4 from Calcutta. In 1852, out of 10, there were 2 from Dacca, 4 from Hooghly, 2 from Kishnaghur, and 1 from Calcutta. In the examination of 1854, for a Sessions of 18 months, out of 14 in the fourth year, there were 3 from Dacca, 4 from Hooghly, and 7 from Calcutta. Again, in the years 1850, 1851, and 1852, out of the 18 places in the upper half of the lists for fourth year students, we find 5 places gained by Hooghly, 5 by Kishnaghur, 3 by Dacca, and 5 by the Hindu College. Hence, neither in numbers nor in attainments was the Hindu College of Calcutta much superior to the Mofussil Colleges.

In the B. A. Degree examinations of 1859, 1860, and 1861, we find that the Colleges at Dacca, Kishnaghur, Hooghly, and Berhampore have not passed a single student, while the Presidency College has passed 33. The cause of this immense falling off is the increase of the staff of the Presidency College, and the unfortunate custom of starving the Mofussil Colleges, so that they really cannot do now what eight years ago they accomplished with ease.

Considering how the Dacca College has been gradually reduced, it is surprising, and highly creditable to the present staff, that it still does well. In 1854 there were at Dacca, Mr. Lewis, the Principal, Mr. Brennand, the Head Master; and Mr. Tydd, Mr. Rees, Mr. Robinson, and Mr. Gunn, the four Assistant Masters. In 1860, we find Mr. Brennand, the Principal, Mr. Tydd, the Head Master, and Mr. Gunn, the Assistant Master. Moreover, Mr. Tydd is now about to apply for his pension on the ground of old age and failing

strength. Of the other Masters, Mr. Lewis died in England, Mr. Robinson was with his wife and family drowned near Dacca in a storm, and Mr. Rees was promoted to the Presidency College. The appointments thus vacated were filled up by the promotion of the Native Teachers, but the best of these subsequently became Deputy Magistrates. Thus the College in 1860 had not nearly the strength it used to have in 1853.

But the Dacca College is not a solitary case. All the Mofussil Colleges cry for more men from England, and for good men from India; and to secure these, it is necessary to raise the scale of pay sanctioned in 1845. All salaries have been raised since that date, excepting those of masters in Colleges.

In 1857, the Senior Scholarship fourth year examination gave place to the B. A. Degree examination. The third and first year students were examined severally in their own Colleges, and the Senior Scholarship examination was restricted to second year students. In the Examination, of 1860 the following Table of the marks of these second year students will show the principal results:—

No. of Students on which the average is taken.	Head Marks.	Pure Mathematics.		Mixed Mathematics.		English Literature.		Bengali.		History.		Total.	
		120		80		100		100		100		500	
	Colleges.	Highest Mark.	Average Mark.	Highest Mark.	Average Mark.	Highest Mark.	Average Mark.	Highest Mark.	Average Mark.	Highest Mark.	Average Mark.	Highest Mark.	Average Mark.
40	Presidency	73	41	64	21	78	46	66	46	73	44	319	198
12	Dacca	52	35	67	30	57	44	60	44	66	41	254	194
7	Kishnaghur	70	41	28	20	51	45	52	46	56	38	246	190
10	Hooghly	71	46	37	23	60	41	62	45	35	26	251	181
5	Berhampore	76	41	37	17	62	44	72	48	42	27	256	177

The highest average marks were gained by the Presidency College in English and in History; by Dacca in Mixed Mathematics; by Hooghly in Pure Mathematics; and by Berhampore in Bengali. The highest marks absolutely were gained in English by R. J. Coutto of the Presidency College; in History by Troilokonath Mitter of the Presidency College; in Bengali by Nuffer Chunder Bhuttercharjee of Berhampore; in Pure Mathematics by Tara Bilas Mitter of Berhampore; and in Mixed Mathematics by J. H. Reglar of Dacca. It is remarkable that the highest students of the year in Bengali and Pure Mathematics, respectively, are two men from Berhampore.

English is undoubtedly the most important of all the subjects, and it is satisfactory to observe that the average marks are comparatively high, and that their range only extends from 41 at Hooghly to 46 at the Presidency College. The total average marks vary between 176 at Berhampore and 196 at the Presidency. Hence, it is evident that the Presidency College stands at the head of the Colleges of Bengal, but that the superiority is not so great as to discourage the other Colleges from competition; while some superiority was to be expected, since the best students from all the Lower Provinces of Bengal are brought to Calcutta by the Presidency College exhibitions.

Since the third and fourth year classes have been abolished in Mofussil Colleges, the tuition of the first and second year students has become more complete, and is now as good as that given in the Presidency College, for the students of these two years are instructed in Mofussil Colleges by the Principal, the Head Master, and the Pundit, and in the Presidency College by the Assistant Professors of Literature, of History, and of Mathematics, and by the Professor of Bengali. The other Professors of the Presidency College

are engaged chiefly with the third and fourth-year students. Again, the number of students in the Presidency College is double that in any of the Mofussil Colleges. On the whole, then, students of the first and second years enjoy no more advantages in the Presidency College than they do in other Colleges.

Normal School course of Instruction.

The Examination of the Normal Schools of Dacca and Calcutta was held in September, on the subjects prescribed in the course. In Calcutta prizes were given by me for the best object lessons. The best lessons were those on Sugar, Cotton, Wool, Glass, Quinine, and Sandal-wood. Not only were these lessons interesting to the children from the lively manner in which the objects were traced by specimens and explanations through their several states of development to their ultimate uses, but even the old Pundits heard much that was new and useful. The lesson on Quinine was capital, though it was more a familiar lesson on the causes and treatment of fever than on Quinine. When any object was to be examined, six or seven good-sized specimens were passed down the rows of the gallery. The minute particles given in boxes of objects are too small and too few to satisfy children, who like to have their little hands filled with the object. Hence in Calcutta we have object cases, and not object boxes.

NORMAL SCHOOL COURSE,

For the year 1860-61.

First Year's Class.

Literature.—Bajhyabastu, Part I. by Ockhoy Coomar Dutt. Telemachus, Parts I. and II. by Rajkishna Banerjee.

Composition.

Grammar.—Mugdhabodha to the end of words.

Sanskrit.—Rijupath, Part I.

History.—Revision of the History of Bengal, Parts I. and II., and Tariny Churn's History of India.

Geography.—Tariny Churn's Geography, the whole. Rajendra Lall Mittra's Physical Geography, from Chapter VIII. to the end. The Geography of the parts of the History read during the year. Map drawing.

Mathematics.—Arithmetic, the whole. Mental Arithmetic. 1st Book of Euclid, with deductions. Mensuration of plane surfaces. Mahajunee and Zemindary accounts.

Natural Philosophy.—The laws of motion (from Bhudeb Mookerjee's book).

Botany.—Description of plants.

Lessons on objects.—Bastubichar.

Art of teaching.—Lectures on the Pestalozzian system. Bhudeb's art of teaching. Practice in the Model School. Practice in judging of weights, measures, and distance.

SECOND YEAR'S CLASS.

Literature.—Charupath, Part III., by Ockhoy Coomar Dutt. Bajhyabastu, Part II., by Ockhoy Coomar Dutt. Raghubangsha.

Composition.

Sanscrit.—Rijupath, Part II.

Mugdhabodha, to the end of verbs and verbal nouns.

History.—History of England (edited by Krishnakamal Bhuttacharjee).

Geography.—Rajendra Lall's Physical Geography, the whole. Geography by Kallydoss Moitro, and the Geography required to illustrate the History read during the year.

Mathematics.—Revision of the higher parts of Arithmetic, with the *rationale* of the rules.

Algebra, as far as fractions.

Geometry, Books 1., 2, and 3, with deductions. Mensuration of solids, and revision of Practical Surveying.

Natural Philosophy.—The first volume of Bhudeb Mookerjee's book, with the notes. *Zoology* by Grishchunder Turkalankar.

Art of teaching.—Bhudeb's Sikhya Bedhayak, and lectures of the Art of Teaching.

Practice in the Model School.

THIRD YEAR'S CLASS.

Literature.—Jibancharita by Bidyasagar ; Discourse on the Sanscrit Language and Literature by Issur Chunder Bidyasagar.

Composition.

Sanscrit.—Mugdhabodha, the whole. Raghubangsha, Book I. to V. Laws of Manu, Chapter VII.

History.—History of Greece, History of India, by Kristo Chunder Roy.

Geography.—Use of the Terrestrial Globe. Revision of former studies.

Mathematics.—Revision of Arithmetic. Algebra, to the end of Progression. Geometry, 1, 2, 3, 4, 6 Books, with deductions. Revision of Mensuration and Surveying.

Natural Philosophy.—The mechanical powers and laws of motion, with problems. Specific Gravity.

Astronomy.—Description of the stars, published by the Sanscrit Press.

Human Physiology.—By Baboo Rajkisto Roy Chowdry.

Art of Teaching—Lectures and practice in the School.

As it may be interesting to compare the standards attained by Normal Schools in England and India, I add a description of the English course taken from the Report of the Commissioners appointed to enquire into the state of popular education in England. This Report was presented to Parliament last March, and is the latest authority on the subject. It will be seen that in England, out of the five higher branches studied in Normal Schools, only one branch is studied by any one student; while in India every student receives instruction in the whole course for his year. (See Vol. I. page 119.)

The course in English Normal Schools.

The syllabus, however, is so arranged as to furnish precautions against this. It provides for a two years' course; it formerly provided for a course of three years; but the third year was omitted on Dr. Temple's recommendation,

as it was found that the students of the third year were not the most vigorous, but the feeblest of the members. It had been hoped that they might be persons "in advance of the rest in enterprise of character and in attainments," and "fitted for some special and important work of the teacher."

The subjects relied upon for the general cultivation of the students' minds are, in the first year, the first four books of Euclid, algebra, as far as quadratic equations, or, instead, that part of the Latin Grammar which relates to accidence, concords, genders of nouns, perfect tenses and supines of verbs.

Five alternative subjects in second year

In the second year a choice is given between five subjects, in any one, but in no more than one, of which students may be examined. These subjects are: first, *Physical Science*, which includes the general properties of matter, inorganic chemistry, with the rudiments of heat, light, electricity, and galvanism, and the explanation of the construction and use of common instruments, such as an air-pump, a thermometer, a barometer, a microscope (simple and compound), a telescope, an electrical machine, and a galvanic battery. Secondly, *Mechanics*, including the mechanical powers, and the most common modes of applying them; the accelerated motion of gravity, pendulums, and accelerated force; and questions on simple mechanism occurring in machines which are in common use for domestic, agricultural, or manufacturing purposes. Thirdly, *Mathematics*, including the sixth book of Euclid, with problems in the first four books; the subjects which follow quadratic equations in Lund's edition of Wood's algebra; trigonometry; solution of triangles, use of the tables, use of levelling and surveying instruments; practical problems of trigonometry and surveying. Fourthly, *English Literature*, which includes the history of English Literature from Chaucer to Milton, with the addition of certain specified books, passages from which have to be paraphrased and analysed, whilst questions are set upon the style and subject-matter. It is recommended that the books specified should be read through with the students in short portions, as exercises in language, in illustration of the grammar used in the training school, just as Greek and Latin classics are read in superior public schools. Fifthly, *Latin*, which includes as much of Yonge's Eton Grammar as was not inlcuded in the first year subjects, and the translation of passages from a specified prose and poetical Latin author, with simple grammatical questions founded on them.

It must be remembered that, of these five subjects, one only is to be taken up by each student, and that the students come to the examination from 18 different Colleges, which are independent institutions, and in which courses of study prevail, differing, within the limits prescribed by the syllabus, to some extent. If, therefore, any sort of instruction, calculated to cultivate the minds of the students, and (in Dr. Temple's words) to "give them an idea of what is meant by hard work of the brain," is to be admitted into the course, it seems that the existing syllabus does not contain too large a proportion of such subjects. The number of alternative subjects, between which a choice is offered in the second year, does not really extend the range of study of individual students. It is intended to meet the cases of different training Colleges, and to give the authorities of those institutions an opportunity of directing the students to the subjects which they may consider most likely to fit them for their future career, or in which they may be best able to instruct them.

* * * * *

We think that, regard being had to these considerations, it would be unjust to say that this part of the syllabus is too ambitious, or that it prescribes subjects unfit for the purpose of training teachers for elementary schools.

Elementary subjects.

The subjects intended to increase directly the professional skill of the students are those which form the subject-matter of instruction in elementary schools, and differ only in the degree of completeness with which they are taught from the subjects which the students have already studied during their apprenticeship as pupil teachers. The first of these subjects is religious knowledge, which comprises in the first year the history, chronology, and geography of the Bible, with the text of some one gospel; the text of the Catechism, and of the Morning and Evening Services and Litany, and the scriptural authorities on which they rest. In the second year the Acts of the Apostles and one of the Epistles are added. In Church History, the outlines of the History of the Reformation, and of general Church History in the fifteenth and sixteenth centuries are learnt in the first, and the History of the Book of Common Prayer in the second year. The examination in these subjects is confined to training Colleges connected with the Church of England, and 100 marks are assigned to them. In other Colleges the students are credited, without examination, with a number of marks on account of religious knowledge, proportional to those which they obtain in other subjects. That is to say, their religious knowledge is arbitrarily assumed to equal their secular knowledge.

The second subject is reading. The students are required at the examination to read aloud, "with a distinct utterance, with due attention to the punctuation, and with a just expression," a passage from "Warran's Select Extracts from Blackstone's Commentaries," Sir J. Herschel's "Discourse on Natural Philosophy," or the "Spectator." The authorities of the training Colleges are advised, in a note to the prospectus, to cause the text-books to be read through in short portions, like the classics at public schools, and to question the students in the same manner upon the portions so read. The students are also examined in the principles of grammar, and are expected to parse and to paraphrase passages from the books used for reading. In the second year they are required to paraphrase and analyse a passage from works named beforehand, (in 1860 the first book of "Paradise Lost," and Shakespeare's play of "Julius Cæsar,") and to answer questions as to their style and subject-matter. Each student is confined to one of the two.

In penmanship the students are required in each year to write specimens of the text-hand and small-hand used in setting copies.

In arithmetic they are called upon in the first year to prove the usual rules from first principles, to compute, and to make (with a knowledge of the principles) simple calculations in mensuration. In the second year they are examined in the use of logarithms, compound interest, and annuities, and methods of teaching arithmetic.

In geography they are required, in the first year, to describe and draw the map of the four quarters of the globe, and the map of each country in Europe, and to answer general questions on the physical, political, and commercial geography of one quarter of the globe. In the second year they are examined in the physical, political, and commercial geography of the British empire, and in elementary propositions in geography which depend upon astronomy for explanation.

In history, the first-year subject is the outlines of English history. In the second year a paper is set composed of five sections, each of which contains at least five questions. The sections relate to periods ending with (1) the battle of Hastings, (2) the battle of Bosworth, (3) the death of Charles I., (4) the death of Queen Anne, (5) 1815. Each student is confined to some one section, and the paper is so set as to be capable of being answered out of any one of the standard histories of England.

In each year there is an examination in drawing, and also in vocal music, for such students as have given proofs of their proficiency in those arts.

Besides these subjects, there is in each year an examination in school management. In the first year the students are required to answer, in writing, questions as to the expedients to be used for the purposes of instruction in elementary subjects; and to draw up time-tables for use in schools in given circumstances. In the second year the student has to teach a class in the presence of the Inspector, and to answer questions, in writing, on the methods of organizing an elementary school, the mode of keeping school registers, and on moral discipline.

I have entered this long extract, as it is very desirable to compare our Schools with those in England, with a view to the improvement of our present course, and as the comparison will show those interested in the subject that English Normal Schools are not so high, nor Indian Normal Schools so low, as is generally supposed.

Vernacular Schools.

The Vernacular Scholarship course is now higher in its standard, and is read by more candidates, than in former years. As this Examination is one of the chief means of the selection of Normal School students, the candidates for entrance to the Normal School now know more of Arithmetic and Geography than the passed students of former years. I am, therefore, of opinion that the Normal School course may be reduced in length to two years. Another reason for the reduction is, that the people themselves are unwilling to pay a proper salary for high attainments in science when unaccompanied by a knowledge of English. It is, therefore, a perpetual difficulty to find suitable posts for well-educated teachers of the Vernacular language only. If the teachers pick up a knowledge of English, they can gain higher remuneration than Vernacular Schools are able to afford. Some persons have strongly recommended that English be introduced into our Normal Schools; but while thousands pay willingly for being taught English, it seems absurd to give stipends to Normal School students for learning that language.

Approximate Standard of Studies for the Classification of Vernacular Schools in the year 1860-61.

Classes.	Subjects.	Books.
Excellent and Good, ...	Bengali Literature ...	Mahabharat, Book II. Charupath, III., and Life of Alexander.
	Grammar ...	Shamachurn's Bengali Grammar. Bomwetsch's Dhatubibek.
	Composition ...	
	History ...	Histories of India and Bengal.
	Geography ...	Descriptive Geography of Bengal, India, and the four Quarters; Map drawing.
	Physical Geography	Rajendralall Mitter's.
	Arithmetic ...	The whole of Arithmetic (compound interest and extraction of square and cube roots) and Mensuration.
	Mental Arithmetic ...	
	Geometry ...	First Book of Euclid, with deductions.
	Lessons on objects ...	
The above subjects form the Vernacular Scholarship course.		
Fair and Moderate,	Bengali Literature ...	Charupath, Parts I. and II. Nitibodh.
	Grammar ...	Grammar (contractions) and the Upocrominica.
	Composition ...	Easy Sentences.
	Dictation ...	
	History ..	History of Bengal, Parts I. and II.
	Geography ...	Descriptive Geography of India, Asia, and Europe; Map drawing.
	Arithmetic ...	Proportion and Vulgar Fractions.
Indifferent and Bad,...	Bengali Literature ...	Jibanbritanta, Sheshushekya, Part III
	Grammar ...	The "Moonlight of Grammar."
	Dictation ...	
	Geography ...	Elements of Geography.
	Arithmetic ...	Multiplication, Division, and Reduction.

Anglo-Vernacular Schools.

In theory, and to some extent in practice also, the Anglo-Vernacular School teaches English as a language only, and all other branches of learning in the Vernacular. This plan has been supported by the whole weight of the authority of the Educational Department, but it is excessively unpopular. All the Managers of all the Anglo-Vernacular Schools hate the rule, and strive to evade it, or to violate it whenever they can. They send their sons to school solely to learn English; they wish them to speak English as much as possible, and they grudge every hour in which instruction is imparted in the Vernacular language. Hence all the time given to History, Geography, Arithmetic, and Bengalee is considered time wasted. Boys no doubt ought to learn faster in their mother tongue than in a foreign language, but when they come to school solely and only to learn the foreign language, and when they grudge every moment spent in speaking Bengalee as so much time lost, it really becomes a question whether they would not learn their Geography and Arithmetic faster if they learned these subjects in the way they like, than if they learned them in the way they do not like. For my own part, I do not think the theory worth the trouble and the evasions it gives rise to. I wish my boys to learn Arithmetic well, and to know something of History and Geography. I believe they can learn these subjects faster when using Bengalee than when using English. But my boys and their parents do not care a straw for Arithmetic, (except the veriest rudiments,) or for Geography, or for History; they only want to learn English. They are quite willing to accept these subjects if we teach them in English, for answering gives practice in speaking English, and the topic about which they speak is quite immaterial. I am of opinion that a teacher will find it less arduous to encounter

the difficulty of a foreign language than to encounter disgust intensified by self-interest. We must allow Bengalee gentlemen to be the best judges of their own interests, and when they pronounce decidedly in favor of teaching Geography and History in English, I am inclined to think that their wishes should be respected. I will take care that the pupils know properly what they are taught. The willingness with which they work will compensate for the difficulty of their self-chosen mode of learning.

To illustrate the uselessness of orders opposed to the general wish of the people, I may state that Tagoria School in Dacca Zillah received a grant as an Anglo-Vernacular School, and was compelled to teach Geography, History, and Arithmetic in the Vernacular. The text books are in Bengalee, and the teacher's questions perhaps in Bengalee also, but the answers of the boys are in English. In the most conspicuous part of the school-room is posted an order signed by the Managers of the School, to the effect that during school hours boys must speak English only; and if a boy in the first class speaks Bengalee, he shall receive two cuts of the cane for every Bengalee word he utters, and a boy in the second class shall likewise receive one cut for every Bengalee word. When theories are so completely opposed to the feelings of the people, they must fail in practice.

Indigenous Schools.

His Honor the Lieutenant-Governor of Bengal, in his recent Minute on Vernacular Education, has, I am informed, recommended that the teachers of these schools be encouraged to make improvement by the prospect of receiving reward if found deserving. This is very similar to the recommendation made by Lord Macaulay in September 1836. In one of his unpublished Educational Minutes, as President of the Committee of Public Instruction in Bengal, Macaulay writes:—

"It has occurred to me that, if we had the means of offering "so small an addition as two rupees a month to the present "emoluments of a Village School Master in every case in "which such a School Master should satisfy an Examiner "appointed by us of his fitness to teach elementary know- "ledge well and completely as far as he went, we might "induce three or four thousand Village School Masters to "take some pains to qualify themselves for their situation."

Mr. Grant's plan has lately been proposed by the Education Commission under His Grace the Duke of Newcastle. The Commission write as follows (Vol. I, page 96):— "We think that the assistance given by the State to edu- "cation should assume the form of a bounty paid upon "the production of certain results by any person whatever. "We consider it unfair to exclude the teachers of private "schools from a share in this bounty, if they can prove that "they have produced the result. We shall therefore recom- "mend that they be admissible to a share in the public "assistance, but subject to the condition that the school shall "be perfectly ventilated and drained, and shall afford "accommodation at the rate of eight square feet at least for "every child in attendance, and that it be open to inspection, "and be not reported on unfavorably by the Inspector."

This plan was recommended by Mr. Adam in 1836, but has never yet been carried out on a large scale. The trials that have been made under three Inspectors have been encouraging. Mr. Robinson, in Assam, and Dr. Roer, in Cuttack and Midnapore, have tried the scheme, and pronounced in its favor. I have tried it as an offshoot of my "circle system" for four years past, and have been satisfied with the results. I prefer, however, the circle system, as it is more certain in its action. The opponents of the reward system contend that it is utterly impossible for such an ignorant and degraded set of men as the Village School Masters of Bengal

either to learn or to teach; and that it is vain to expect from them any assistance in the education of the nation. I must own that I take a more hopeful view of the state of this country. I believe that the people will soon insist on the Village School Master attaining such a knowledge of his mother tongue as to be able to read and understand an easy printed book, and that, if the old teachers prove refractory young ones will take their place. This has lately been the case in Bickrampore in Dacca, where the villagers themselves have quietly given their support to young men of some education. I believe that the substitution of young teachers for incorrigible old *gurus* will go on simultaneously with the improvement of the great body of Masters, and that the united action of the two causes will produce an improvement in Indigenous Schools.

The circle system was sanctioned in 1855, and has proved satisfactory in its results. The instruction given by Pundits paid by the State, whom the Village *gurus* voluntarily allow to teach in their schools, has been readily accepted. The consent of the *guru* is obtained by the prospect of receiving a reward equal to that gained by his pupils, every one of whom, on attaining a certain standard, is rewarded proportionally to his progress. This system is capable of wide extension, and has the advantage of being cheap. It gives both pupils and parents an idea of what education ought to be; and has in numerous villages produced a complete reformation in the system of instruction, without any shock to the feelings of the people.

Female Education.

In the division of East Bengal, excluding Calcutta, there were under inspection, at the close of the year, twelve girls' schools, of which seven were Aided, three Private, and two Indigenous under improvement by the Circle system. The total number of girls under instruction was 250, against 294 in the

previous year. The falling off of 44 is accounted for by the fact that last year the girls attending boys' Schools were 76, while this year they are only 16. The reduction of 50 in this one entry arises from the omission this year to mention girls in a School when they number only one or two. The School at Barooli, in Jessore, containing 14 girls, has been closed, and the School at Syedpore in the 24-Pergunnahs, containing 40 girls, has been removed from inspection. This loss of 56 girls has been more than compensated by the establishment of four new Schools and by the increased attendance at other Schools. Native female education is increasing and must increase, for the young educated men of Bengal are almost unanimously in its favor, and every year adds to their number and to their weight in society, while it diminishes the ranks of their opponents. The Bethune School is now fairly attended. Zenanah instruction is extending in Calcutta, and several applications for aid to Girls' Schools are being received. The number of girls in any of these schools, who can read intelligently, may still be counted by units. The country is much behind the city in desire for female education, but in my opinion the state of feeling even in the country is inadequately represented in the accompanying list.

NATIVE FEMALE SCHOOLS.

Grant-in-aid Schools.

	Girls.	
Bangala Bazar in Dacca, ...	25	
Bungow in Dacca, ...	31	
Lalbag in Dacca, ...	22	
Khejura in Jessore, ...	9	
Muzzilpore in 24-Pergunnahs, ...	33	
Nyhatty in Baraset, ...	29	
Nibadhoi in Baraset, ...	17	
		166
Carried over,		166

Brought forward,...		166
Circle Female Schools.		
Narendeah in Dacca, ...	17	
Korhatty in Dacca, ...	13	
		30
Private Female Schools.		
Majhparah in Dacca, ...	10	
Muddunparah in Dacca, ...	18	
Baraset, ...	10	
		38
Girls attending the Circle Schools for boys, ...	16	
		16
Total, ...		250

Ventilation of School house.

This subject, which in America is held so important, that it forms the chief consideration in School Architecture, is not regarded at all in Bengal. I believe that in Bengal the necessity of securing good ventilation has not entered into the thoughts of a single school-builder. Our school-houses differ in no material point from private houses. It is true that private houses in Bengal are far more airy than private houses in England or in America. No one here objects to draughts, and if the building will keep out the rain during four months, from June to September, and the cold north wind during December and January, it does not signify how open the rooms are. Hence the school buildings in Villages are generally well opened out on the south, east, and west sides, and the air blows through without much obstruction. The thatched and mat school-houses in Villages seldom feel close, but in brick buildings no such advantages are found. The very worst design for a school is the brick-built private house of the middling class of Native gentlemen. The exclusion maintained in private families fills the house with small apartments

like cells, ventilated, and lighted chiefly by the door or a small window appropriately called a cow's eye. If these be shut, the cell becomes a dungeon, and the exhalations arising from twenty or thirty steaming little victims are most offensive.

The worst school-house I ever saw is that provided by the wealthy Zemindars of Taki. It consists of two dungeons, whose fetid miasma would in a few months kill any created being except a Bengalee. Formerly the school was held in the Delan or Idol house, which is a well-ventilated building. Last year the poor boys were removed from the Delan and condemned to study in these two dark, damp, pestilential dungeons. On my visit to the place in December last, I was shocked at the sight and sickened at the stench. I informed the Managers that, unless a fitting school-house were provided in six months, I should recommend the suspension of the Government grant. I trust that my successor will see that a proper house is provided for the Taki School, or that the Government grant is cancelled. At Chupapukeria, a few miles North of Taki, the Village School is held under a wide spreading peepul tree. An Inspector cannot recommend such an arrangement generally, just as he would not like always to get his dinner at a picnic, but there is not the shadow of a doubt that it is more comfortable, and that the boys are more healthy in the open air than in the stifling cells of Taki.

There is no public opinion in Bengal, and the only way to secure an amelioration of abuses is for the Inspector to point them out in unmistakeable language. It should be generally felt that an unwholesome school-house is a disgrace to the Managers, and spoils the merit of supporting a school.

As this Report may perhaps be printed, a few words to Managers of Schools on the best mode of improving the ventilation of existing buildings may not be out of place,

although it has been frequently urged on the occasion of my visits.

The hot and impure air of a room ascends to the ceiling, and can escape from that part only by means of apertures in the ceiling. In nineteen cases out of twenty the brick school-house has a flat roof with no upper floor. In such a building, if several round openings of twelve or eighteen inches diameter be made in the ceiling of each room, and if each opening be surrounded by a small rim of brickwork about four inches high, so as to prevent rain from drifting in, and be covered with a common earthen *gumlah*, three feet wide, raised about three inches from the roof on three or four brick supports, the air will circulate freely under the inverted gumlah. If the inside of the gumlah be white-washed, the appearance from below is that of a small white dome covering the aperture. Very good examples of this kind of ventilation may be seen in the Church at Dacca, and in the Free School at Calcutta. Each ventilator will not cost above twelve annas. If a slate or a board be placed vertically in the aperture, so that the cold air may go down on one side of it, and the hot air pass up on the other side, the ventilation will go on faster than it would without such a division.

Brick buildings of more than one story should have the upper floor ventilated in the manner above described, and in the lower floor ventilation holes by the side of each beam should be made, and be protected on the outside with an iron grating just sufficient to keep out sparrows and bats; but not too close to obstruct the free passage of air. In a mat and thatch school-house the ridge of the thatch should be left open, and at a distance of one foot a small roof, like that placed on the top of a mud enclosure wall, should surmount the opening, so that the hot air will rise through the open

part at the top of the principal thatch, and escape under the eaves of the small thatch. This small thatch will prevent the rain from entering the room. The gas works at Calcutta and the temporary barracks at Dum Dum and Barrackpore, are ventilated in this manner.

Each boy should have at least five hundred cubic feet of air. As the number of feet of air allowed for each boy is an important element in the description of the state of a school, I should like all Masters to calculate the number of cubic feet in their school-houses. In square rooms the contents are easily found by multiplying together the number of feet in the length, the breadth, and the height; but in a Bengalee roof, where slopes are found on all four sides, the calculation is somewhat more difficult.

The roof of a Bengalee house is very picturesque. The Emperor Jehanghire was so struck with its elegance, that he built for his Queen a bathing-room with a Bengalee roof of marble close to the royal stone of the Fort at Agra. But the beauty of the roof is due to the peculiarity of its slopes, which are portions of a sheet of a cone terminated by hyperbolic curves. It becomes, therefore, expedient, for the sake of simplicity of calculation, to disregard the curvature, and to consider the slopes as planes and their boundaries as straight lines.

Superior teachers may calculate the number of cubic feet in their houses by the integral calculus. It will be enough for the common run of teachers to find first the number of cubic feet in the portion from the floor to the beginning of the slope, and then to add to it the contents of the remaining portion, which may be obtained, as Railway Surveyors measure brick clumps, by multiplying the vertical height of the slope by the area of a horizontal section through its middle part.

The number of cubic feet of air in the school-house having been found, the teacher will divide it by the number of persons present, and the quotient will be the number of cubic feet of air for each person.

Re-examination of Masters.

I regret to state that the Masters of intermediate schools and Under-Masters of Government schools do not keep up their reading, and in consequence become less and less efficient every year. I have found a Master, formerly a holder of a Senior Scholarship, so entirely forgetful of what he once knew, as to be unable to explain the cause of the change of seasons. Other Masters, again, have been unable to measure a distance on a map, and to explain the reasons of the rules in Arithmetic. Such teachers trust to gain promotion by lapse of time rather than by increase of ability. It would contribute much to the efficiency of the Department, if every Master, holding an appointment of Rupees 50 and upwards, whose class did not shew progress and who had not passed the Senior Scholarship, or some equivalent examination, were called on to pass the University Intermediate Examination. Those who had passed the Senior Scholarship Examination should be cautioned not to forget the knowledge they once possessed. The tendency of Hindu gentlemen, when they arrive at the age of twenty-five or thirty, is to settle down quietly, and to lay aside further efforts for self-improvement. Hence it is that, though our young men acquit themselves well at College, they fail to distinguish themselves in after-life. Every patriot in India must regret that his own countrymen have done so little for the advancement of learning, and for the development of the resources of their country. The Education Department ceases to exercise direct influence when its students have left the walls of their Colleges. It may, however, prevent those over whom it has influence from allowing their talents to rust.

There is abundant precedent for requiring the examination of Masters. In Prussia, teachers who fail in their duties are still subject to the following provisions of the Royal Ordinance of 1826:—"To the end that the beneficial influence of the semi-"nary may extend itself to those teachers already established, "who either require further instruction, or who, in their own "cultivation and skill in office, do not advance, perhaps even "recede; it is required that such teachers be recalled into "the seminary for a shorter or longer time, as may be needful "for them, in order, either to pass through a whole methodi-"cal course, or to practise themselves in particular depart-"ments of instruction."

Teachership certificates.

The recent Education Commission in Great Britain (see Volume I, page 149 of their Report,) recommend that the teacher's certificate, when issued, shall be subject to revision at the expiration of every period of five years from its original date, when the Inspector shall alter the certificate according to the state of the school. In each of the five years an endorsement as to the state of the school shall be made by the Inspector on the certificate.

In East Bengal I have always notified that success exempts a teacher from examination. If a school is in a flourishing state, the teacher, whether he has or has not a certificate, is not called upon to attend examinations. He has shown by the state of his school the most complete and satisfactory proof of qualification, and nothing more is required. On the other hand, if the school is in a bad state, the teacher must expect to be subject to investigations regarding his attainments, regularity, and general conduct.

"As is the Master, so is the School."

Canon Moseley (see Minutes of 1851-52, p. 159) says:—"As I go from school to school, I per-"ceive in each a distinctive character,

"which is that of the Master. I look at the school and at the "man, and there is no mistaking the resemblance. His idiosyn- "cracy has passed upon it. I seem to see him reflected in "the children as in so many fragments of a broken mirror."

This is the decision of the first Inspector of Schools in England, and the one whose experience has been the largest. Victor Cousin's aphorism is to the same purport: "As the Master so is the school." From my own experience, I accept the decision, though with some reservation. I wish every teacher to know that he will be tried by the state of his school. Hence, when a school does not flourish, the blame in the first instance is thrown on the teacher, and on him lies the burden of removing the charge to other shoulders than his own. He sometimes is enabled to do so, and to point out that his industry and exertions in promoting the progress of education have been more than counterbalanced by the apathy of many and the personal hostility of a few.

Irregularity of payment.

In Bengal, more than in any country of the world, a teacher's time is fretted away in attending on the wealthy proprietors of the school, who, on frivolous and disreputable excuses, keep back for months a part of his hard-earned pittance. In Calcutta it is now the custom to enter *paid* against the names of those who have really paid up their promised subscriptions to any object of public interest. The plan was designed to be a hint to those who were accustomed to delay the payment of their contributions. In the same way it might not be unproductive of good to enter against the name of good schools some mark indicating that salaries are paid regularly. The absence of such a mark would enable teachers to draw their own conclusions as to the terms of service in schools where this mark was absent. If a Zemindar will not pay his subscription regularly, the school must deteriorate.

Arrears of pay are, as History tells, the constant causes of the disorganization of an Indian army. Our schools are little regiments, and the teachers, like the officers of old, do not behave well when their pay is in arrear. It is very seldom now-a-days that a good teacher, regularly paid by village contributions, will not overcome the opposition of apathy and ignorance.

Hence a bad school is a mark of a bad teacher, or else of irregular payment. In the first case, the teacher must be removed from the school; and in the next, the school, or rather its grant-in-aid, must be removed from the village.

The Deputy Inspectors.

It has been a cause of much regret to me, that the exertions of this valuable body of men have lately been disparaged in the public journals. I believe that among the Deputy Inspectors may be found as zealous, conscientious, and able men, as in any branch of the public service. I acknowledge, with grateful thanks, the valuable assistance I receive from them. The proposal to abolish Deputy Inspectors is equivalent to a proposal to destroy the Grant-in-Aid system. In Bengal the work cannot be carried on without them. For some years past I have had from 250 to 300 Schools in my division, and I regret that, owing to the constant pressure of correspondence with Managers and Teachers about salaries, appointments, and monthly pay bills, leaves of absence on sick certificate or private affairs, and worse than all, about their quarrels, I cannot visit more than half of the Schools in a year. The Deputy Inspectors visit, or ought to visit, all the Schools in their respective districts at least once in every two months; and in their monthly diaries they report the state of each School visited. From these reports, and from the letters of the Managers, I know

pretty well where my inspection is most needed. A Vernacular School without inspection rapidly deteriorates. The failure of Lord Hardinge's 101 Vernacular Schools is a memorable instance of the truth of the statement. It shows that the occasional visit, once in a year or two, of the Collector or Magistrate of a district, is not sufficient to keep poorly paid School Masters to their work. More attention to Schools can never be expected from Civilians than was given when Sir Henry Hardinge as Governor-General, and Sir Herbert Maddock as Deputy Governor of Bengal, watched over the experiment of Vernacular education. Lord Dalhousie also severely reprimanded the high officers composing the Local Committee of ——— for neglecting to visit the School. Yet even then the inspection of Collectors and Magistrates was insufficient to keep the Village Schools in order. The inspection of Schools, as opportunity offers, by high Civilians, is a most valuable encouragement to the cause of education. It shows the people that the rulers of the land are interested in the intellectual and moral progress of their people, and a single hour spent by a Magistrate or a Judge in a School is remembered with satisfaction for years by a whole village. When the parents of the children come to see the examination of a School, they enumerate readily, and with evident pleasure, all the visits paid during a circle of years by the officials of the district. But useful and encouraging as is this kind of inspection, there is no mistake more ruinous than to suppose it sufficient to keep lazy Teachers from abusing their trust, and taking unauthorized leave of absence. But the Deputy Inspector, in his round of visits, sees many of his Schools every month, and all of them every two months; and the memory of parents and children, though proverbially bad for dates, can be relied on for periods of this length. The daily attendance register is a good check, if examined at short

intervals; otherwise, with an unscrupulous Teacher, it is worthless. I have known attendance registers for Teachers and pupils to be written up in advance, or to be fabricated for the occasion. The Deputy Inspectors check abuses, and have great power of doing good, and, as a rule, discharge their duties well: there are, however, unhappily, exceptions to this, as to all other rules. A lazy Deputy Inspector brings discredit on the body to which he belongs, and inflicts an irremediable injury on the hundreds of children entrusted to his care. The Honorable Court of Directors, in noticing the dismissal of a Deputy Inspector, declared that in the case of these officers a higher standard of moral rectitude must be required, than is necessary with other native officers in the public service. This notification was duly circulated to all the Deputy Inspectors, and is not allowed to become a dead letter.

I select from the Annual Reports of the Deputy Inspectors, extracts which will show how their work is carried out, and how they are received by the people.

From the Annual Report of the Deputy Inspector of Dacca.

Anglo-Vernacular Schools

There are at present seven Anglo-Vernacular Schools at work in the Dacca District. The amount of Government grant to them, per month, is Rs 187, whereby 807 students are educated in the elements of the English language, at an average cost of annas 3-8 for each boy.

Pogose Aided School

Among these the Pogose School stands pre-eminent. The origin of such an Institution must, therefore, be a matter of general interest.

The rules instituted for the guidance of the Dacca College in 1848 having operated unfavorably towards candidates of advanced age and poorer circumstances, several ex-students of the College under the auspices of Dr. F. J. Wise, then Principal of the College, opened a

pretty well where my inspection is most needed. A Vernacular School without inspection rapidly deteriorates. The failure of Lord Hardinge's 101 Vernacular Schools is a memorable instance of the truth of the statement. It shows that the occasional visit, once in a year or two, of the Collector or Magistrate of a district, is not sufficient to keep poorly paid School Masters to their work. More attention to Schools can never be expected from Civilians than was given when Sir Henry Hardinge as Governor-General, and Sir Herbert Maddock as Deputy Governor of Bengal, watched over the experiment of Vernacular education. Lord Dalhousie also severely reprimanded the high officers composing the Local Committee of ——— for neglecting to visit the School. Yet even then the inspection of Collectors and Magistrates was insufficient to keep the Village Schools in order. The inspection of Schools, as opportunity offers, by high Civilians, is a most valuable encouragement to the cause of education. It shows the people that the rulers of the land are interested in the intellectual and moral progress of their people, and a single hour spent by a Magistrate or a Judge in a School is remembered with satisfaction for years by a whole village. When the parents of the children come to see the examination of a School, they enumerate readily, and with evident pleasure, all the visits paid during a circle of years by the officials of the district. But useful and encouraging as is this kind of inspection, there is no mistake more ruinous than to suppose it sufficient to keep lazy Teachers from abusing their trust, and taking unauthorized leave of absence. But the Deputy Inspector, in his round of visits, sees many of his Schools every month, and all of them every two months; and the memory of parents and children, though proverbially bad for dates, can be relied on for periods of this length. The daily attendance register is a good check, if examined at short

intervals; otherwise, with an unscrupulous Teacher, it is worthless. I have known attendance registers for Teachers and pupils to be written up in advance, or to be fabricated for the occasion. The Deputy Inspectors check abuses, and have great power of doing good, and, as a rule, discharge their duties well: there are, however, unhappily, exceptions to this, as to all other rules. A lazy Deputy Inspector brings discredit on the body to which he belongs, and inflicts an irremediable injury on the hundreds of children entrusted to his care. The Honorable Court of Directors, in noticing the dismissal of a Deputy Inspector, declared that in the case of these officers a higher standard of moral rectitude must be required, than is necessary with other native officers in the public service. This notification was duly circulated to all the Deputy Inspectors, and is not allowed to become a dead letter.

I select from the Annual Reports of the Deputy Inspectors, extracts which will show how their work is carried out, and how they are received by the people.

From the Annual Report of the Deputy Inspector of Dacca.

Anglo-Vernacular Schools

There are at present seven Anglo-Vernacular Schools at work in the Dacca District. The amount of Government grant to them, per month, is Rs 187, whereby 807 students are educated in the elements of the English language, at an average cost of annas 3-8 for each boy.

Pogose Aided School.

Among these the Pogose School stands pre-eminent. The origin of such an Institution must, therefore, be a matter of general interest.

The rules instituted for the guidance of the Dacca College in 1848 having operated unfavorably towards candidates of advanced age and poorer circumstances, several ex-students of the College under the auspices of Dr. F. J. Wise, then Principal of the College, opened a

School on the 12th of June 1848, under the name of the Union School, for the express purpose of affording education to the needy. Being however, founded by persons whose circumstances were not such as to ensure its permanent existence, it began to fluctuate after a time. Just then Mr. Pogose, a Zemindar, whose liberality has served greatly to ameliorate the condition of our countrymen, took it under his protection. From that time the sole management and expense devolved on him.

The rudeness and the disproportioned age which the first emigrants brought along with them, died away with the first generation; and order, regularity, and discipline were early inculcated. The School thus went on progressing under his care, when the system of Grants-in-Aid came into operation.

At a time when rich and influential Zemindars, to educate their own relatives, subjects, and countrymen, were but feebly responding to the liberal calls of the Government, Mr. Pogose was not slow in ensuring a still greater permanency and importance to his institution by advancing a monthly subscription of Rs. 75, in order to obtain an equal sum as aid from Government. The grant was sanctioned on the 14th April 1856.

Its growing prosperity induced the Inspector to reduce the grant to Rs. 60, from the 1st of August 1857; the surplus, Rs. 15, being thereby available for the establishment of some other Institution.

In 1859-60, thirteen candidates competed for Junior Scholarship and Entrance Certificates, of whom six succeeded in the test, Scholarships being allowed to four.

In the last Entrance Examination, 33 candidates presented themselves, 15 of whom were passed, Scholarships being conferred on two.

The other Anglo-Vernacular Schools likewise are in a healthy condition, save the one at Polash, which, under the uncongenial influence of the Native Judicial Officer stationed there, is gradually melting away. Schools are not such wild plants as to prosper under the blast of official aversion.

Vernacular Aided Schools.

The eleven Vernacular Schools in this Division, receiving a total grant of Rs. 133 from Government, afford instruction to 672 students, on an average cost of annas 3-2 per boy. They have served to disseminate light into the inmost recesses of the country, so long brooding in ignorance and folly.

The great demand of the present generation is for a tincture of English education, and it requires no great gift of prophecy to see that these Vernacular Schools must, sooner or later, be raised to Anglo-Vernacular Schools, else their inmates will migrate to more favored localities. I, however, like to have a good Vernacular School, but whenever people subscribe respectable sums they must have Anglo-Vernacular ones.

The growing taste for English.

"If," said the celebrated Luther, "the parents will not reform, they must go their way to ruin; but if the young are neglected and left without education, it is the fault of the State, and the effect will be that the country will swarm with vile and lawless people, so that our safety, no less than the command of God, requireth us to foresee and ward off the evil." To fulfil the command, and to ward off the evil, Government was pleased to establish Circle Schools.

Indigenous Schools under improvement.

At present 17 Circle Pundits are at work in this Division, of whom two are in charge of the Dacca Model School. The remaining 15 circles, therefore, impart education to 41 Patshallahs, containing 1,838 boys, on an average cost of 2 annas per boy.

Not the least agreeable part of the educational machinery in the Division is the number of Private Schools. They are all open to inspection. A list has been prepared of only 23, being the best among the number. Private Guru Mohushoy Patshallahs, however, have been omitted. From the list it will appear that there are at present 1,051 boys whose education is entirely borne by the people.

Private Schools.

All these, however, with the exception of the one at Bangla Bazar, have been established, with the hope of receiving Government aid. A grant raises the importance of a School in the eyes of the people, and renders it more attractive. I like to look upon all Schools, Government, Aided, or Private, as component parts of the same great system, having the same philanthropic end in view,—the amelioration of the condition of my countrymen.

There are at present 7 Female Schools at work in this Division, containing 136 girls. Four of these have been lately established. Government pays Rs. 32 per month for the three Schools at Bangla Bazar, Bangow, and Lall Bagh. The cost to Government of educating each girl is six annas,

Female Schools.

confidence in my word; and, if once doubted, all my endeavours and inducements will hereafter be of no avail. The holding back of these applications has given birth to a senseless rumour that Government has altogether abolished its Grant-in-aid system, which was a real boon to its subjects. This apprehension has disheartened the people; so much so, that they regard it as an unkindness of Government towards themselves.

As a Deputy Inspector of Schools, I ought to be thoroughly acquainted with the peculiar character and public views of the people of my district, and to bring them to your notice. Accordingly, I beg to inform you that Baneripara is thickly inhabited by a set of Koolin Kayastha families, highly venerated not only among the Kayasthas of various denominations, but generally by all the people of the Eastern districts. Their Koolinism is so much appreciated by all other Kayasthas, that they, agreeably to the usage of the country, are in the habit of receiving large sums in ready money and annual endowments by land or money, as *douceurs* from those to whose sons they marry their daughters, or whose daughters are married by their sons. By this occupation, however menial in our view, yet honorable with themselves, they maintain their families with comfort and ease, without seeking any other means for life. Hence they care very little to educate their sons, but sincerely pray to God to give them a great many children, who should be the source of their wealth and income.

After my appointment, when I visited this densely-populated village, I did not find a single individual who could read a line in English, except an Ex-Student of Kishennagur College, who passed the Junior Scholarship Examination, but had not gained it. There was none even who could be styled a Vernacular scholar. I therefore induced them to establish this aided school in 1856. After its opening, the number of boys began to increase day by day, and amounted to a hundred and upwards, when it became a flourishing village school. But alas! the zeal did not last, and the love of education I implanted into their hearts was but of short duration. The school was this year given up. A kite-flying battle took place among the boys of this and those of Nurottompore, an adjacent village. To perform the ceremony of victory gained over the Nurottomporeans, all the inhabitants, old and young, of Baneripara, assembled together at a grand meeting, raised a subscription of about 3,000 Rupees, and squandered it away in nautches (dancings); kobies (singings); jatras (Native theatres); in beating drums and *tom-toms*,

firing guns, &c., &c., and presenting fine shawls to the kite-players, who gained the battle over their opponents. Those who did not subscribe a single pice for the permanence of their school, have, in this matter of childishness and stupidity, willingly subscribed 20 Rupees. Again, the Nurottomporeans were not forgetful in expending an enormous sum on this occasion. Thus five or six thousand Rupees have been foolishly mis-spent without the least advantage accruing to themselves, or to their country. Had this large sum been allotted to educational purposes, the school at Baneripara would not have been closed, and its annual interest would have been ample to establish and support two distinct aided schools for instructing the boys, not only of those two villages, but of all the others round about them.

Extracts from the Report of Moulavi Allahadad Khan, Deputy Inspector of Schools for Furreedpore.

The Zemindars of the Furreedpore District, who are non-residents of the place, but who have only their estates here, have done, and still do, nothing for the benefit of their ryots. The enormously rich and respectable Zemindars of the District, as Ranee Rasmoney, of Calcutta; Rajah Sutteonund Ghosal, of Garden Reach; Ranee Shurnomoee, of Calcutta; Ranee Kattyanee, of Moorshedabad; Ram Rutton and Gurudoss Roys, of Nurral, in Jessore; Hurrocoomar Tagore, of Calcutta, &c., &c., have not up to the present time, either established a single School, or supported with donations and subscriptions those Institutions that have been established by their Putnee Talookdars in Furreedpore.

Para 3rd, Aided Anglo-Vernacular Schools.

The number of the Anglo-Vernacular Schools, in my Division, is eight. With the exception of two at Shaitghur and Manickgunge, all the others are quite new; and hence I refrain from reporting on them any thing favorable or unfavorable.*

Aided Vernacular Schools.

There are twenty purely Vernacular, ten Vernacular schools attached to the intermediate schools, and twelve circle Patshalahs; in all 42 Vernacular schools, with which Government has connection in this Division. Of these, the Vernacular school at Dhoncarah is decidedly the best. It contains at

* I have reason to believe that every Anglo-Vernacular Aided School in Furreedpore is going on badly.

present nearly one hundred boys, and the Head Pundit, Baboo Hurromohun Mookerjee, is a very energetic and qualified teacher, and a man of respectable attainments. The schools at Algee, Baniajoory, and Dadruckee, Janpore, and Luckhicole, are also good schools, and their teachers able men. I am not pleased with the management of the schools at Nottakala and Guttæ; these two, and the school at Manickgunge more especially, will never do well on account of the incompetency of the Teachers and the want of sufficient care on the part of their Managers. Amongst the four circle schools, the one at Bhundorparah has been abolished since the end of March last, owing to the apathy of the people towards education in that part of the country; the other three are at present doing well. It is a matter of great satisfaction, indeed, to record here that most of the Vernacular Schools are attended by low caste Mussulmans, who are doing well and generally keep on a par with the Hindu lads. There are also 4 Persian Schools attached with the above purely Vernacular aided ones, which are doing tolerably well.

Unaided Vernacular Schools.

Schools of this class as I have already reported you in my monthly narrative for April 1861, are generally in much better state than most of the aided schools; and I am now witnessing with pleasure that the people of my district, who at first cried for Anglo-Vernacular Schools loudly, are quite satisfied with the purely Vernacular ones, and earnestly write me to inspect them and obtain Government aid for them. Of this class of schools, that at Dashora, where the Deputy Magistrate of Manickgunge has his cutcherry located and his Amlah housed, is doing creditably. I always watch the state of these schools with great interest, since this sort of private enterprise must be encouraged with every means. I propose that, in order to encourage these indigenous school-masters, money prizes may be periodically given to them.

Assistance rendered to the cause of education by public officers, &c

It affords me very great pleasure, indeed, as well as satisfaction, to be able to notice prominently in every successive report, for the notice of the Government, the very valuable assistance always rendered by every means in his power, by Moulovy Nuzeeroodeen Mahomed, Principal Sudder Ameen of Furreedpore. This Officer, whenever asked by me to aid in any charitable matters or the furtherance of the cause that tends to ameliorate the condition of the masses, very gladly affords me every assistance in his power. Mr. H. Metcalfe, the present Deputy Magistrate

of Manickgunge, stationed at Dushora, proved no less a valuable supporter of education and aid to the Department, during the official year under report.

The Zemindars of Manickgunge generally, and especially Mr. J. P. Wise, the well-known Indigo Planter, have given signal aids to the Department in establishing schools in their estates and furthering the cause of education.

Extracts from the Report of Pundit Gopal Chunder Gupta, Deputy Inspector of Schools for Jessore.

Anglo-Vernacular Schools.

Amongst all the Anglo-Vernacular Schools that are under my inspection, the school at Naral is the best. The first class boys of this Institution are now going on with the Entrance course. There is every likelihood that, in the ensuing year, almost all the boys of the 1st class will go up for the Matriculation Examination. Next in order are the Khoolnea and Takee Schools; and of these two, I think the former is the better. The Anglo-Vernacular School at Katiparah is well conducted, but inferior to the schools above mentioned.

Vernacular Schools.

Of the Vernacular Schools, which are only five in my Division,—two in East Baraset and three in South Jessore,—the schools at Naral and Poorah are almost equal, and they are the best. The Moolghur Aided Vernacular School, though not equal, is not, however, much inferior to these schools.

Female Education.

I am sorry to say that there is only one Female School in my District, *viz.*, that at Khajoorah. It is now in a healthy state. Nine girls of good parentage are now attending the school. Their progress is satisfactory. I ever direct my chief attention to the establishment of Female Schools in my District, as I think that Female Schools, if heartily encouraged and carefully fostered, will very much promote the cause of civilization in this country. Were it not for the old orthodox class of people, I believe I could have succeeded in opening a few schools within a short period. There is, however, one cheering circumstance connected with female education in Jessore, that in many circles many girls attend the school with their brothers and cousins. On my last visit to the Tarragona and Kassipoor Schools, I found many girls reading books with alacrity; and when I gave them encouragements by means of rewards, they were greatly satisfied.

The people of the villages in which the schools are established, as well as those of contiguous places, take great interest for the schools, and look upon them as great blessings, for which they feel grateful to Government.

Extracts from the Report of Baboo Radha Gobind Moittrea, B. A. and B. L., Deputy Inspector of Schools for Pubna.*

Coomerkhally Anglo-Vernacular School.

The Anglo-Vernacular School at Coomerkhally is in a very satisfactory condition. Some of the students of this school appeared at the last University Entrance Examination. One of these passed in the 2nd Division, and he has been awarded with a Junior Scholarship, which he now holds in the Kishnagur College. The Managers of this school have erected a fine and spacious building for this and the Vernacular School at Coomerkhally; and so soon as it is complete, both these will be removed there.

Kururea Anglo-Vernacular School.

The Anglo-Vernacular School at Kururea has obtained the Government grant in the month of December last. Two English Teachers and one Pundit have been appointed, and the school is rapidly growing in number, as well as in importance, and also in the estimation of the people. The Head Master, Baboo Surrutchunder Doss, is a very deserving person.

Balliakandy Anglo-Vernacular School.

This school has been in a very bad condition during the last year, owing to the incompetency and negligence of the teachers. I have been obliged, therefore, with the concurrence of the Managers, to dispense with the services of the Teacher and the Pundit, and to degrade the former Head Master to the 2nd teachership, on a reduced salary of Rs. 20 a month. Baboo Bipprodass Bhadoory, a competent person, has been appointed the Head Master on a salary of Rs. 30 a month. He has taken the charge of the school, and I entertain hopes it will flourish under his management and tuition.

Nurral Anglo-Vernacular Schools.

The Nurral Anglo-Vernacular School is decidedly a very superior Institution. and continues to maintain the high position it has attained among Anglo-

---

* This young and excellent Officer, for whom I felt a sincere esteem, was drowned at the commencement of the rainy season while investigating scientifically the action of a whirlpool in the river Ganges near Pubna.

Vernacular Schools in general. The Magoorah School is in a satisfactory condition, and may be placed next to Nurral. Next come the Korruckdee and Khoolneah Anglo-Vernacular Schools.

Grant in-aid Vernaeular Schools.

Of this kind there are five in my Division: at,—Pubna, 2,—Coomerkhally, 3,—Choitrohatty, 4,—Hatooreah, 5.—Dhooljana.

All these continue in a highly satisfactory condition. They are generally very numerously attended, and are held in very good estimation by the people. Their great usefulness is not to be denied, and can safely be reckoned upon as the best means of improving the Vernacular language, and of bringing into existence a class of intelligent, educated, and enlightened natives without knowing the English. The low rate of schooling fees charged in these is the chief cause why they are so well attended.

There are five Schools of this nature in my Division. These are situated at—I,—Pangshaw, 2,—Kooshtea, 3,—Dhobakhola, 4,—Lohagana, 5,—Nowhatta.

Private Anglo-Vernacular Schools

With the exception only of the last two, they are of very recent origin, and can hardly be said to have arrived to any state of maturity and perfection. Applications for Grants-in-aid will be submitted from these Schools, and I am confident, should these be sanctioned, they will improve and prosper.

There are 9 Schools of this description in my District, situated at—1,—Jugnathdee, 2,—Kessubpore, 3,—Bhowanipore, 4,—Chupra, 5,—Luckhicole, 6,—Dogassee, 7,—Shaugercandee, 8,—Patujea, 9,—Shahazadpore.

Private Vernacular Schools.

These have been opened only a very short time ago, preparatory to their applying for Grants-in-aid from Government. The current expenses of these, as well as of those mentioned in the preceding paragraphs, are defrayed from local subscriptions and the proceeds of schooling fees.

Their standing at present must necessarily be different from that of Grant-in-aid Vernacular Schools; but it is not to be denied that they are highly useful in their own way, and, if properly managed, can vie with the Government Schools of the same kind, and the Government aid being sanctioned, they will rank at least equal to them.

It is with great regret that I have to bring to your notice that Europeans, Planters, and others, (members of the Judicial Service only excepted) in the

Europeans do not encourage the cause of education

interior of the country, seldom, if ever, evince any interest in the cause of native education.

Natives encourage the cause of education

The majority of the better and respectable portion among natives, continue to manifest the same interest and zeal in the education of their fellow countrymen. As a matter of course there are some who are the most forward and active in their endeavours, while others are slow and apathetic. But it is not to be denied that by far the greater portion of the community is sincerely eager and anxious for the amelioration of their condition, and the enlightenment of their hitherto benighted country. They know it fully that the only means of effecting such happy and desirable changes is education; and if possessed of the necessary means, and if properly aided and encouraged by Government, they are ever ready to exert their best efforts towards adopting the legitimate course for realizing their wishes.

20. With very great pleasure I beg to inform you of the cheering prospects of education in my District. I have had opportunities of making myself acquainted with the ideas of some of the most respectable and influential persons among the community on this subject; and I have been exceedingly delighted to find that the well-directed and liberal endeavours of Government for the education of natives, are very well appreciated, and most thankfully acknowledged by them. My proposals for the establishment of Schools in different places have been most favorably received, and I have, without any exception, met with the best reception in all the places I have had occasion to visit. I hope ere long to be able to establish Schools in almost all the considerable places in my Division. Under these circumstances, I am led to believe that the cause of education in the District of Pubna will be viewed in its true light, and that it will soon be one of continued progress and great success.

Extracts from the Report of Baboo Jagutchunder Banerjee, Deputy Inspector of Schools, for the Northern part of the 24-*Pergunnahs.*

The number of aided Schools within the circle of my inspection including indigenous Schools, is eighty-six, in addition to which there are two Government Vernacular Schools. Three of the abolished six circles have been converted into Grant-in-aid Schools.

The progress made by the Schools generally has been very satisfactory. Four Schools sent their advanced pupils to pass the last Entrance Examination. The number of candidates who presented themselves from these four Schools at the last Entrance Examination is as follows:—

Name of the School.	*No. of Candidates.*	*No. of Candidates passed.*
Cossipore, ...	4	2.—Second Division.
Paikparah, ...	5	1.—First Division. 3.—Second Division.
Syedpore, ...	2	1.—First Division.
Garden Reach, ...	2	1.—Second Division.

The Head Masters of Paikparah, Cossipore, Garden Reach, and Syedpore, have been discharging their respective duties very satisfactorily. Their subordinates likewise deserve praise. I must not omit here to mention, that these Schools are much appreciated by the neighbouring inhabitants and by the poorer classes, who get their children educated at a comparatively small sum. The Head Masters, Baboos Shamachurn Ghose, of Cossipore, and Russic Lall Sirkar,* of Paikparah, deserve an increase to their present emoluments.

Government Vernacular School at Chota Jagooliah.

The Government Vernacular School at Chota Jagooliah is decidedly superior to all the Vernacular Schools within my District. I consider this School as excellent. The School is now held in its new building, which cost the members upwards of 2,500 Rupees. The number of students in the School is upwards of 104. This increase is owing to the unwearied exertion of the Head Pundit, Baidonauth Choorumonee, who spares not a moment, even if he is sick, to teach the boys. I never find him idle when I visit this School. The Secretary, Baboo Mudhoo Sooden Bose, and the Member, Baboo Cali Prosono Biswas, are the two persons through whose indefatigable exertions the building for the School-house, the Dispensary, and the road, have been completed this year.

There are 17 Aided Vernacular Schools, of which 15 are for the boys, and two for the girls. Two of the 17 belong to the Missionaries, and the rest have been established by the natives.

* This gentleman was formerly the Deputy Inspector of Jessore, and he resigned his appointment as his health could not stand the fatigue of travelling and the unhealthiness of the climate.—H. W.

The Female School at Nyhatty contains 29 girls, and the average daily attendance is from 16 to 25. They are systematically taught by the Pundit, and the progress made by them was satisfactory. This School received the sanction of the grant of Rupees 6 in the month of April 1860.

The Female School at Nibodhoi contains 16 girls. The average daily attendance is from 12 to 14. The School is opened in the morning as well as in the afternoon. The girls passed their examination tolerably well.

I am happy to report favorably regarding the improvement of the Circle Schools last year. The prejudice of the inhabitants against the Circle Teachers has been altogether removed. They are highly respected by the inhabitants. Most of the inhabitants readily meet the expenses of buying the class-books for their children, but I have not as yet been able to induce the old set of Guru Mohushoys to prepare themselves to undertake the charge of teaching the boys of the junior classes.

On the whole I am glad to report that the improvement made in our Aided Schools and Patshallahs, during the the last 12 months under review, has been more satisfactory than in the preceding year.

As regards my reception, I beg to state that, whenever I go to visit the Schools and Patshallahs, I am well treated by the Managers and Guru Mohushoys.

Extracts from the Report of Baboo Krishna Comul Bhuttacharjee, B. A., late Deputy Inspector of Schools, for the Southern part of the 24-Pergunnahs.

Increase of Schools.

The only item of palpable progress during the period under report has been a Grant-of-aid to the Muzilpoor Female School. Though much commendation is due to the Manager, and, in fact, the Founder of this little Institution, for his untiring zeal and incessant vigilance, yet it is sad to reflect that neither his zeal nor his vigilance is likely to come to any signal fruition. The School is attended by a few girls, more for the sake of petty gratuities given them as inducements than for any thing like instruction or knowledge.

Anglo-Vernacular Schools.

Of the Anglo-Vernacular Schools comprised in this Division, none but Barripore has been as yet able to bring up boys to the standard of the University

Entrance. The latter School alone has contributed one successful candidate in last Entrance Examination. With regard to the Anglo-Vernacular Schools in general, it may be said with safety that the Vernacular study of the boys attending them is utterly despicable. I was struck to find, as a general rule, that wherever there is even a tinge of English, the masters and pupils seem to think that the Bengali can be altogether dispensed with. This arises chiefly from the injudicious choice of English Teachers, who are generally very poor Bengali scholars, who cannot put two sentences correctly together in their native tongue; and very few of whom are so advanced as to make up their deficiency in the Vernacular by extensive acquirements in the foreign language. This is the reason why, in explaining a passage from the Text-book, they make use of a sort of disgusting jargon, a mixture of English and Bengali, and perpetuate the same barbarous idiom by initiating fresh successions of pupils in it. It is pitiful to see the unsuccessful efforts of a lower class to render a simple passage into intelligible Bengali. They explain, as they have been taught, in a manner from which it is difficult to make out whether they understand or not. This remark applies to all Anglo-Vernacular Schools I have visited, where the first class alone can express the sense of the Text-book, by having occasional recourse to their greater knowledge of English, which, however, is not seldom used in an awkward manner. And, in fact, what more could be expected from pupils who have not been properly trained to speak their mother tongue, and whose art of speaking English has been cultivated under an unpractised master. This defect in the primary instruction of English, which is so injurious to the proper intellectual development, and which originates a deep-rooted confusion of ideas, not to be fully cleared off by years of maturer study, will continue to operate so long as we shall neglect to take a rigid account of the Vernacular attainments of an English teacher, when appointing him to the post. In short, to take it for granted that a man can teach English well without having a tolerable acquaintance with Bengali is little less absurd than the journey of George Primrose, in the Vicar of Wakefield, to Holland, for employment as a teacher of Greek. It may be well doubted whether, in the lower class of English schools, we may not insist that English should be taught merely as a language, and that every concrete branch of study, such as Geography, History, Mathematics, &c.,

should be given in a Bengali form. So far as these subjects are required by the Entrance Examination, our mother tongue can already supply good Text-books, and no Mofussil School is seen to reach a higher standard. How much time can be saved; how many advantages can be secured; with what rapidity can useful information be supplied to our boys, if we recognise the importance of pursuing such a method. Instead of cramming their heads at once by different branches of study in a language imperfectly known to them, they would be more smoothly carried over the first difficulties of a foreign tongue, and they would learn the special branches, such as History, &c., with far greater effect. Instead of forming a smattering of English, and a very inaccurate, almost useless, acquaintance with Bengali, they would be able to obtain a greater mastery over the former, by a more particular and confined attention to it as a language, and then to extend their miscellaneous knowledge; and they would be able to express elegantly in the latter, and thus to contribute to the increase of its stores. Whatever scheme of liberal education may be conceived for Bengal, it will be narrow and imperfect, unless it take in a thorough mastery over Bengali and Sanscrit, together with a critical, extensive, and profound acquaintance with English.*

* Where are such Teachers to be found? There are not ten persons in Bengal who possess "a thorough mastery over Bengali and Sanscrit, together with a critical, extensive, and profound acquaintance with English." Our Teachers are the best that can be had for the money, and in fact are constantly leaving our Schools for better salaries in other departments.—H. W.

The work done by the Deputy Inspectors during the official year is exhibited in the following Table:—

District.	Number of Schools visited.	Number of miles travelled.	Books sold.	Price of Books sold.			Remarks.
Calcutta *(a.)*	55	449½	... ..	.....	...	...	*(a.)* This Deputy Inspector is much engaged in Examinations and in preparing Returns.
24-Pergunnahs & Baraset	310	3,485	2,454	312	15	9	
Jessore *(b)*	98	919	1,408	390	12	...	*(b.)* This Deputy Inspector was ill for some weeks, and was engaged in Examinations.
Pubna *(c.)*	25	371	.....	.....	...	...	*(c.)* By Shazadah Ahmed Ally Khan, from May to October.
„ *(d.)*	34	284	1,233	365	11	...	*(d.)* By Baboo Radha Gobind Moitro, from 7th January to 30th April.
Furreedpore	146	1,079¾	2,122	645	...	3	
Burrisaul	257	2,462	335	72	2	3	
Dacca	283	1,901	6,904	2,834	4	9	
Total ...	1,208	10,951¼					
Yearly Average	173	1,564					
Monthly Average... ...	14½	1,340					

ZILLAH SCHOOLS.

Russapuglah School.

The Russapuglah School was established in 1838 for the education of the children of the Mysore Princes, and received an assignment of Rs. 600 a month. As the School did not thrive, it was in October 1845 placed under the control of the Council of Education, and the Superintendent of the Mysore Princes received instructions from the Governor General to carry out the directions of the Council with reference to the School. During the next year the number on the roll was, on the average, 34, with an attendance of 24. The Deputy Governor of Bengal, on the occasion of the public distribution of Prizes for 1846, complained that several of the young Mysore Princes were "exceedingly irregular in their attendance, and neglectful of their studies." These words were not only true of the past, but prophetic of the future. From that day to the present the description has held good. In 1855 the School was remodelled, and made a Boarding establishment. The assignment was raised to Rupees 15,501 a year. At first the plan seemed successful, but regularity of attendance was never a strong point in the character of the young Princes, and the Boarding establishment gradually dwindled, till, in February last, it was reduced to one member. As an expenditure of several thousand Rupees a year for one Boarder did not seem justifiable, the Boarding department was abolished; but the Day School was allowed to remain with an assignment of Rupees 9,200. The Day School, however, languishes and is maintained solely for the young Mysore Princes, of whom six only care to attend. Of these six, three are regular, and three irregular in attendance; and all are in the last class. When the house of Mysore shew such utter indifference to their own school, it becomes ques-

tionable whether the school should be any longer maintained. It is now neither a credit to the Mysore Family, nor to the Educational Department. Mr. Scott has been the Head Master from the 29th May 1846, till the present time, with one short interval in 1856, when he was transferred to Dacca. His salary at first was Rs 120, but in 1850 it was raised to Rs 150 and in 1855 to Rs 250 with a house. Prince Gholam Mahomed, the Head of the Mysore Family, has lately recommended a further increase. The state of the School, however, does not justify the Educational Department in recommending such an increase. One Day Scholar at Russapuglah costs Government more than a score of the boys at Barrackpore, though in point of efficiency there is little difference between the two Schools.

During the year Mr. Penny has been appointed 2nd Master in the place of Baboo Gopal Chunder Dutt, whose services were dispensed with. It is due to Baboo Gopal Chunder Dutt to state that when in good health he did excellent service for many years at the Hindu School and at Burisal, and has left the Department without a shadow of blame on his character. The Russapuglah School building has three floors, of which the lowest is far too large for the wants of the pupils. It has a Library containing some valuable books, but I do not find that the pupils read them. It is not in a satisfactory state. The fees during the past year were Rupees 579, or less than Rupees 49 a month. They are raised from the Hindu pupils. At the last Entrance Examination the School passed 4 out of 6 candidates in the second Division. It is almost needless to say that all the four were Hindus.

Barrackpore School.

This School was established in 1837, and is situated in the Governor-General's Park. The earliest notice of the School is in the Educational Report of 1845-46, where it is stated that it was established

by Lord Auckland, and had since been supported out of the private funds of successive Governors-General of India. Mr. Lodge inspected the School by order of Government on the 2nd April 1845, and reported that the Masters were inefficient, and the pupils backward. On his recommendation, the Council of Education sanctioned the introduction of Schooling fees. The expense of the School was shortly afterwards debited, somewhat strangely, to the Durbar Fund, from which it drew Rupees 80 a month till 1858, when the charge was transferred to the Educational Department. The School is placed under the care of the Serampore Magistrate, and of the Inspector of Schools. It has for some years been improving, and now refunds monthly a large portion of its assignment. During the past year the expense was Rupees 2,365-15: of which sum Rupees 691-3-9 were paid by Government, and Rupees 1,674-11-3 by fees. The saving therefore was only Rupees 268-12-3, having been Rupees 309-6-8 in 1860, and Rupees 743-14-8 in 1859. During three-fourths of the year the number of pupils fluctuated between 81 and 93, but during the last quarter it rose to 119. The reduced number at the beginning of the year, was owing to the raising of the Schooling fees from one Rupee to one Rupee and a half, in March 1860. If the average of the last quarter be maintained, of which there is every prospect, the receipts from fees will be above Rupees 2,000, and the School will be almost self-supporting.

The Library is now sufficiently large for the wants of the School, and the full Library allowance will be required in future for educational apparatus rather than for books. The inhabitants of Barrackpore still desiderate an enlargement of the School-house, and an enlargement is, in my opinion, necessary. They cannot, however, raise half the cost, unless the saving effected by the large income from Schooling fees be

counted as a local subscription. The School sent six candidates to the Examination, of whom one passed in the first Division, and two in the second. The remaining three failed in English only.

Baraset School.

This School was opened on the 1st January 1846, and soon attained a high position among the Schools in Bengal. This early success was due to the warm interest taken in the School by Mr. C. B. Trevor, then the Magistrate at Baraset, and to the able and persevering labors of Baboo Peary Churn Sircar, the Head Master.

By the efforts of Mr. Trevor a large sum was collected for the erection of a School-house, which, however, was not commenced till after his departure. The School-house is a good brick building, consisting of a centre hall and two rooms on either side, with an upper floor containing two rooms, one for the Library and the other for the Masters. There are no verandahs. The Library now contains as many volumes as the students or their Masters are likely to require. It is carefully superintended by the second Master.

The yearly surplus of the schooling fees has gradually increased from Rupees 166 in 1855, to Rupees 1,465 in 1860. This increase is due, not to the extension of the School, but to the gradual removal of the free-scholars sanctioned by the Council of Education, and the supply of their place by pay-scholars. The importance of Baraset as a Station has been diminished by recent changes, owing to which the District has been reduced to a Sub-Division, and the Treasury, with its numerous officers, has been removed to Alipore. These changes will materially affect the prosperity of the School. The establishment of Aided Schools in the neighbourhood will also lessen the supply of scholars, so that a permanent reduction of numbers is inevitable. Some

years ago Baraset was one of the best Zillah Schools in Bengal; it is already losing its pre-eminence. During the past year the School has fallen off from 181 to 144 boys. The loss of attendance has been increased by an epidemic which still rages in the Baraset District. At the last Entrance Examination, out of eleven candidates five passed in the second division, and six failed.

I extract, from the report of the Head Master, the following passages about the Boarding House and the garden:—

Boarding House

"This Institution has been in operation throughout the year. The number of boarders has varied from 4 to 9. The daily average attendance at the Boarding School has been five. It has paid its own expenses, the result of careful and economical arrangement, favored by the comparative cheapness of rice during the greater part of the year, and the supply of fuel gratis from the garden.

The boarders have been fed well, and their morals properly looked after. There is an increasing desire, on the part of boys coming from great distances, to avail themselves of its advantages.

GARDEN.—In October last, presents of 32 sorts of vegetable seeds and 14 sorts of cereals were received from the Agricultural and Horticultural Society of Calcutta. The vegetable seeds were received and sown rather late in the season. With the exception, however, of cabbages and beans, all the vegetables grew tolerably well. The seeds of some of the cereals sown, did not even germinate. American Maize, and Sea Island, and Pettygulf cotton seeds will be sown in the course of this month. The principal crops raised during the past year, were Arrowroot, Hemp, Paddy, Hill-dhal Pea, Sugarcane, Onions, Brinjals, Turmeric, Turnips, Swedes, &c The proceeds of the sales of these amounted to Rs. 40-5-2, against Rs. 92-11-3 of 1859-60. This falling off is apparent, not real; and is attributable to the proceeds of the sales effected in December 1858, and in January to April 1859, amounting to Rs. 42-12-6, which ought to have appeared in the 3rd and last quarterly accounts of 1858-59, having been credited in the first quarterly account of 1859-60. The true amount of proceeds of sale of vegetables in 1859-60, was, therefore, only Rs. 49-14-9. The difference still observable of Rs. 9-9-7, is

accounted for by the circumstance of there remaining unsold a portion of the last year's produce, worth as much or more.

A plan of the garden, with a statement of the arrangements proposed for the crops of the ensuing rainy and cold seasons, have lately been submitted to you; and it is hoped that in the current session no exertion will be wanting to improve the condition of the garden as much as possible.

I trust that the experiment in the cultivation of cotton will be carefully carried out, and the results regularly noted down, so that in the Baraset garden the suitability of the different American cotton seeds to the soil of Bengal may be duly tested. I shall watch the experiment with interest.

Jessore School.

The Jessore School was established in 1838, and Mr. Smith was then appointed its Head Master, on a salary of Rupees 200 a month, and he has ever since performed his duty to the satisfaction of his superiors. The assignment to this School is Rupees 4.000 a year. The only Zillah Schools of East Bengal, in which a salary of Rupees 200 a month is granted to the Head Master, are those at Jessore and Comillah; and in both these Schools the Head Masters have served well, and without an increase of salary, during twenty-three and twenty-four years, respectively. Both Mr. Smith of Jessore, and Mr. Leicester of Comillah, have large families to support; and they find, owing to the increase of the price of food and wages, that two hundred Rupees is not so large a sum now as it was a quarter of a century ago. The Local Committees have frequently recommended personal allowances to these two Masters, but personal allowances being prohibited by orders from home the applications have been unsuccessful.

The numbers on the roll at the Jessore School were 172 at the end of the year. The Report notices the sickness with which the boys have been visited as a reason for the diminished attendance. The School building consists of three

long parallel rooms, with three smaller rooms at each end. The small rooms at one end form the Head Master's residence, and those at the other end the Library and the rooms for the 1st and 2nd classes. The centre room is dark and ill-ventilated. I strongly recommend the erection of a ventilated skylight, extending completely across the room, like that in the General Assembly's Institution at Calcutta. The other rooms ought to be supplied with cheap ventilators. The School sent to the Entrance Examination 13 candidates, of whom two only passed and were placed in the second division. I feel disappointed at this result.

Pubna School.

The Pubna school was originally established by Mr. Cheap, C. S., and was adopted by Government in 1853. Mr. Cheap was the main supporter of the school for many years, and through his exertions the subscription for the erection of a brick building was opened. The sum now in the hands of the Committee is Rupees 3,757-10-0, of which amount Rupees 3,600 have been invested in Government Securities or Treasury Bills, and the Notes and cash are, with the permission of the Collector, lodged for safe custody in the Treasury.

The school is held in two thatched bungalows, which are perpetually requiring repair. It is much to be desired that an effort should be made to increase the building Fund, for Government has promised to contribute an equal sum whenever the amount in hand is sufficient to defray half the cost of a new building. The Local Committee for the school seldom hold a Meeting. The Head Master, Baboo Gour Narain Roy, was appointed in 1853, and has ever since conducted his duties to the satisfaction of his superiors.

The Library is at present small. The number of boys on the rolls, on the 30th April, was 110, and the cost to

Government of each pupil was Rupees 2-3-8 monthly. At the last Entrance Examination nine candidates presented themselves, of whom five passed. The failures occurred chiefly in English.

Furreedpore School.

This school was originally established by Mr. Latour, C. S., formerly the Magistrate and Collector of Furreedpore. Mr. Latour built the school-house by subscription, and left a sum of about Rupees 3,000 in the hands of the Committee for future use. This sum has been expended in the erection of a second school-house to supply the place of the first building, which was seized in 1858, and is still retained by the Kamroop Battalion. When the Zemindars of Furreedpore subscribed their money on the representations of Mr. Latour, they intended to pay for a school-house, and not for a Barrack. The occupation of the building in 1858 and 1859 was a necessity which the exigencies of the times justified, but the retention of it in 1860 and 1861 is detrimental to the progress of the classes, inconvenient to the pupils, and discouraging to native liberality in the cause of education. The Local Committee held ten Meetings during the past year, and subscribed liberally for prizes.

The Head Master, Mr. Lefeuvre, and the Second Master, Baboo Anund Chunder Sein, were appointed on the 1st of November 1853, when the school was adopted by Government, and have ever since continued as Head and Second Masters. The school has fallen off in numbers during the last two years, probably on account of the establishment of Aided Schools in the District. The number on the rolls, on the 30th April, was 98, at a monthly cost to Government of Rupees 2-5-4 for each pupil. The Library and records are in good condition. Three candidates from the school presented

themselves at the Entrance Examination, of whom two passed in the second division.

Burisal School.

This school was established in 1835, and was for a few years considered by the Committee of Public Instruction as a probationary school. After this relation had ceased, the school remained independent till November 1853, when it was taken over by Government. There is in the hands of the Committee a sum of about Rupees 5,000, the remains of the funds of the old school. The interest of this sum is now devoted to the support of the Aided Vernacular School.

The school is located in a good building, situated in the centre of the station. The only fault to find with it is, that some of the rooms are dark and need ventilation. The Secretary of the Local Committee, Mr. Kemp, Judge of Burisal, takes a warm interest in education, and annually raises a subscription for prizes. The number of boys on the roll, on the 30th April, was 308. This large number may be due, in some degree, to the absence of Aided Vernacular Schools in the District.

The Library is seldom used by the boys, and is poor. As many of the books required binding, the School *Duftery* was, at my recommendation, sent to Calcutta, in March last, to learn the art of book-binding, and to purchase the necessary tools.

The Head Master is Baboo Chunder Mohun Tagore. The candidates sent by him to the Entrance Examination were ten, of whom one passed in the first division, and five in the second division. In the number of passed candidates Burisal was superior to all the Zillah Schools of East Bengal. Mr. Pogose's Aided School at Dacca, however, passed fifteen candidates, so that Burisal does not stand quite at the head of the schools under my inspection.

The Committee regret that the Under-masters are paid such small salaries (Rupees 15 a month,) that they are perpetually leaving the school for other appointments, just as their services become really valuable.

It is natural that the Masters should try and better their prospects, but the interests of the school suffer by the frequent recurrence of vacancies. I concur with the Committee in recommending that this school, which is nearly self-supporting, should be allowed a better paid staff.

Comillah School.

This school was established in 1837, and an assignment of Rupees 4,000 was given for its support.

The Head Master, Mr. H. G. Leicester, was appointed on the 6th May 1839, on a salary of Rupees 200 a month, and has served to the entire and frequently expressed satisfaction of successive generations of Local Committees, but has never received any increase of salary. He has a numerous family, and finds it difficult to place out his sons in life. Mr. Leicester is a thorough Englishman, and it grieves me that nothing can be done under the existing educational rules for a valuable officer, who, at a remote station, has spent more than twenty of the best years of his life in the thankless work of education. The difficulty of providing suitable appointments for his sons is felt by every father, but never so acutely as when he labours, like Mr. Leicester, at a distance, where but few can know his merits, or sympathise with his anxieties. Personal allowances being prohibited by Government, and Mr. Leicester not being desirous of promotion to a College, there is no possibility of an increase to his salary.

The School building is situated in the open part of the Station by the side of a magnificent tank, one of the largest artificial sheets of water in Bengal. It was erected in 1838 by local subscription, and is a good, pucka building with a

verandah all round, the south verandah being enclosed. No fees were exacted till 1839. The pupils numbered thirty-six in 1837, the year of its establishment; eighty-three in 1841; ninety-one in 1851; and one hundred and forty-seven in 1861.

Eight candidates appeared from this school at the Entrance Examination, of whom one only passed in the second division. The failures in English were five.

Mr. Gordon, the Collector and Magistrate of Tipperah, says in the Committee's Report that "the school is regarded very favorably by the Hindu classes of the community, from which caste the boys who attend it are, with few exceptions, drawn. The inhabitants of the District are almost entirely Mahomedans, and as such they furnish no exception to the general aversion entertained by that sect to the education of their children in English schools."

Noakhali School.

The Noakhali school was established in 1853. The District forms the southern part of the Tipperah Zillah, and the Mussulman element predominates among the population. It is, therefore, almost unnecessary to say that the school does not thrive. The numbers were 71 on the 30th April 1861, against 64 the year before. The cost to Government of each pupil was three Rupees a month. During the year, the Head Master, Mr. D'Souza, was transferred to Dinagepore, and the 3rd Master, Baboo Mudden Mohun Roy, to Sumbulpore. On the departure of Mr. D'Souza the salary of the Head Mastership was reduced from Rupees 150 to Rupees 100, and Baboo Sreenath Banerjee, the Head Master of the Aided School at Kumarkhali, was appointed to the post. The Library contains some valuable books, which are suffering from the dampness of the house. The premises require immediate repair; the roof leaks in all directions, and

during the rains the Masters and pupils experience much inconvenience. Two candidates appeared at the Entrance Examination, and both passed in the second division. The second class passed a very unsatisfactory examination.

Chittagong School.

This school was established in 1836, and provided with an assignment of Rupees 4,000. The present Head Master, Baboo Brojo Mohun Roy, was appointed in February last. The School building consists of two large rooms, with a verandah on all sides. Three classes are held in the northern verandah.

The number of pupils was sixty-one in 1837, one hundred and five in 1841, one hundred and twenty-five in 1851, and two hundred and twenty-two in 1861. The pay system was introduced in 1840, and the fee then fixed was four annas; it is now one Rupee. The fees in 1841 were Rupees 318-4, and in 1861 Rupees 2,393-12. In 1860 I constructed a sun dial, the style of which was ten feet long, and I render my best thanks to the Head Master, who had it finished to my entire satisfaction. I have erected similar dials at Dacca, Furreedpore, and Noakhali. The peculiarity of these dials is that the line of shadow from which the hour is read moves along parallel to itself.*

Twelve candidates appeared at the Entrance Examination, of whom five were successful, and six failed in English.

The Committee of the Chittagong School has always been distinguished for its liberality. Mr. Henry Ricketts, the Commissioner of Chittagong, who, after the lapse of 20 years, is remembered with regard, set the example of liberality, and the effect remains to the present time.

---

* The sun dial at Dacca is nineteen feet high by nearly forty feet long, and cost me in the erection about Rupees 130.

NORMAL SCHOOLS.

Dacca Normal and Model Schools.

The Dacca Normal School was established in 1856, and has flourished under the careful superintendence of its former and present Head Masters. It has also had the good fortune of enjoying instruction from two Head Pundits, like the late Obhoy Chund Roy and his successor, Nukuleshwar Banerjee. The comparative success that has attended the promotion of Vernacular instruction in the Dacca district, is due greatly to the training received by the Village School Masters at the Normal School. The exertions of the excellent Deputy Inspectors, Denobundoo Moulick, and his successor, Kassinauth Mookerjee, have also much contributed to this result; but without fair materials to work with, the best labors of the Deputy Inspectors must have failed to yield satisfactory returns. It is much to be regretted that the Deputy Inspector of Furreedpore has not availed himself, so fully as he ought to have done, of the services of Normal School Teachers.

The School is held in a building called "Salvator's Kuttra," an old Nawabi Palace, which, if put into proper repair throughout, and wholly in the possession of the School, would form a fine quadrangle, and enable me to carry out entirely the design, of having, at Dacca, a good Boarding and Normal School. The portion of the Court occupied by the School forms a good play-ground, and a Mussalman tomb on one side of it is a picturesque object, and serves also the useful purpose of a School-room.

The numbers during the year averaged 107 on the roll, with about 18 per cent. absent. The Head Master, Mr. Arratoon, has done his best to secure greater regularity of attendance, but complains that the parents are indifferent

even to well paying work, and therefore make no scruple in keeping their children from School on days fixed for *Bon Bhojans* (Pic-nics), or kite-flying, or mango-eating, or festivals for warding off cholera, small-pox, and fever.

The Dacca Model School, which was expected to die a natural death at the end of six months, has lasted six years; and is now firmly fixed as one of the most flourishing Institutions in Bengal. It is attached to the Normal School, and receives instruction chiefly from the pupils of that Institution. The number on the roll has varied between 215 and 287 in the course of the year. As no other Masters were allowed by Government but Mr. Arratoon, and Pundit Nukuleshwar, for the 116 students in the Normal School, and the 250 in the Model School, I permitted the latter to be considered as a common Vernacular School, and to receive help by circle Teachers, at the rate of one Teacher to 120 boys. The students of the Normal School taught daily in the Model School, and thus supplied the place of teachers. Much care was therefore necessary in the adjustment of the routine of instruction, and the succession of Teachers.

I quote, from the elaborate Report of Mr. Arratoon, the following passages, and regret that space is not available for longer extracts :—

From the Report of the Head Master.

In submitting the 4th Annual Report of the Institution, I cannot but affirm, what is patent to all, that the progress of the Institution, both intellectual and moral, is far beyond anything seen in the past years.

The Teachers, whom the Institution prepared and sent out during the first years, now find themselves almost behind the time, that is, if their private studies have not advanced *pari passu*.

The advantages the students have derived from their physical education cannot be over-estimated. The class that has made the greatest stride in its studies is well known and admired for the energy it exhibits in the

play-ground; and among its members, the brightest are those who take to manly sports in all weathers. The students of the first class are thus first in two of the essential points of a full education. In the 3rd essential point, that is, in morals, they also show a pattern worthy of the School.

* * * * * * * *

There is a serious drawback to the progress of the students after they have occupied posts of Teacherships. They have no prospects of advancement. The energetic and the listless, the pains-taking and the careless, pass years together on the same salary of Rupees 15. The only advancement or incentive to work is the permission to hold their situations as long as their work produces good results. There is not the slightest doubt that education in the Vernacular Schools has extended itself doubly during the last 3 years, both in quantity and quality. Yet if there were chances of preferment, the Teachers would exert themselves still more, and there would be no dissatisfaction, if the increase to their pay was but 2 Rupees a year.

During the rains about three-fourths of the Schools of Eastern Bengal are closed, owing to the annual inundation by the overflow of the Ganges and Brahmaputra Rivers. As this lasts for two months, I am of opinion it would be very advantageous to the Teachers, if they were ordered to attend the Training School for that time, instead of wasting it at home.

Education is no doubt eagerly sought for, but it is not so dear to the people of Dacca as vain shows. A Zemindar who would not scruple to spend thousands of Rupees on his festivals, will yet try to reduce the schooling fee of his son from 8 to 4, or even 2 annas. He would not feel ashamed to send his son without shoes, and clad miserably, to attain his object. It is not unfrequently seen that a boy who has shed tears at the poverty of his parents on the day of admission, has, within a fortnight after his admission to School, on a rate of 2 anna fees, attended his class so decently clad that his patent leather shoes alone must have cost him a year's tuition fees at 2 annas, at the very least.

* * * * * * * *

In the report of 1858-59, Baboo Bhoodeb Mookerjee of the Hooghly Training School states that 70 of his scholars resided on the premises of the School. This was made known to our students, and for a time many were willing to imitate the good example, but no student seemed

to have sufficient courage to begin the work. In July and August last, the first class or 3rd year's students volunteered to come in the evenings to study and spend the night in the School, yet none dared to cook his meals in the School. In the beginning of this Session the 1st class of the Model School volunteered in a body and several of the Training School students joined. The work is now fairly commenced, and more than 20 of the Training School students have agreed to live on the premises, if they are permitted to sleep and study in the 2nd floor. The advantages of this cannot be fully appreciated, especially among so prejudiced a race as the people of Dacca. These people look upon our scholars with contempt, for believing that Ceylon is in possession of the English, and not of the giants.

The Shobhah.

The *Aghyan timir nashini Shobhah*, or the Society for dispersing the darkness of ignorance, still continues in full vigour. This is a Society established by the Training School pupils under the late Pundit, Obhoy Churn Roy, for the social, intellectual, and moral improvement of the students. It has its different branches wherever our pupils are sent to as Teachers. The good that this School has done in and around Dacca is incalculable. About 10 days ago, it had its 4th Anniversary celebrated. On such occasions Essays on different subjects are read out, and visitors are asked to give their opinions. Former pupils attend and relate their experiences, and it thus becomes an occasion of great rejoicing to all

I was present on the last occasion, and could not but admire their Essays for correctness of style, loftiness of thought, and warmth of delivery. The strongest appeals were made (by a former student especially) in behalf of Female Education, against Koolin marriage, and against the distinctions of caste Our 2nd Master himself joined the Meeting, and pronounced a most appropriate speech on the benefits of such an association, and warned the students of certain crimes and failings in character he had observed in the people of Dacca. I should think very highly of any School in which the scholars, without assistance, produced excellent pieces of prose and poetical composition; and this has been entirely due to our Training School. The scholars themselves combined to defray the expenses of lighting and furnishing up the class-rooms. On the last Anniversary the scholars very patiently sat and listened to Essays and Speeches for full five hours. The Deputy Inspector of Dacca was also present, and encouraged our students.

Calcutta Normal and Model Schools.

Pundit Ramkamal Bhattacharjee, the late Head Master of the Calcutta Normal School, died, unhappily, on the 11th July 1860. He was one of the most profound Sanscrit scholars of Bengal. To natural gifts of the highest order, he added the information obtained by laborious study. He had, in a pre-eminent degree, the inclination as well as the ability to exhibit European knowledge in the Bengali language. His sketch of English History, his translation of some of Bacon's Essays, and his short and original Treatise on Geometry, indicate the powers he possessed of enriching his mother tongue with valuable contributions in literature and science. But just when he was commencing a career of usefulness in unfolding to his countrymen the treasures of Western learning, with which his own mind was stored, a deep gloom fell suddenly upon him, and he perished by an untimely end. His genius fitted him for high employment as a Professor of Sanscrit or Bengali, rather than for a Teacher of a Vernacular Normal School; and the task of implanting the elements of knowledge in the future Masters of Village Schools, was distressing to his highly-wrought feelings.

On the first of January 1860, the Normal and Model Schools were removed from their former inconvenient accommodation in Bow Bazar, to the splendid house of Baboo Shamachurn Mullick, in Chitpore Road. This house is one of the best in Calcutta, but just as its owner was preparing to enter it, he died. The place, therefore, is considered by Hindus as unlucky, and the Mullick family decline to use it as a dwelling-house. The proprietor rented part of the house to the School for Rupees 200 a month, and, with great courtesy and kindness, did not object to the classes occupying the other part also. Unfortunately, the Police authorities heard that the School rented only part of

the house, and accordingly they took the remaining part as a Police Station, thus cramping the School, and unfitting the place both for education and for justice,—for pupils in their classes, and for Policemen in their wards. The Police of Calcutta, however, had many precedents for using the quarters occupied by the School. The 19th Regiment took possession of the Dacca College, and the Military authorities have only recently given it up, after an occupation of four years. The Artillery turned the Dacca Normal School out of its former quarters at twenty-four hours' warning, and obliged it to seek shelter in the ruined "Kuttra." The Kamroop Battalion seized, and still hold, the Zillah School-house, and the Vernacular School-house at Furreedpore; and the Army Medical Department occupied, for more than two years, the Presidency College, and the Sanscrit College. These are precedents taken from the single division of Eastern Bengal. Other Inspectors can supply similar illustrations.

Soon after the removal of the Normal and Model Schools, the attendance of pupils in the Model School declined on account of some improvements which were not at first appreciated; and the surplus fees in consequence were not sufficient to meet the difference between the required rent of Rupees 200, and the Rupees 140 allowed by Government. I had therefore to pay it myself for one month. The fees, however, soon rose again, and gradually mounted from Rupees 114 in September, to Rupees 181-12-0 in April. The proposal for the introduction of a little English into the course of the Patshala being urged on my attention, I circulated a vote paper among the parents and guardians of the children. More than ninety per cent. of the votes were in favor of the introduction of English.

The change was therefore made, but in order to maintain the distinctive character of a Vernacular School, a very small

proportion of the day has been allowed for the study of English, while the Bengali course remains unaltered.

The boys of the Patshala on entering the Hindoo School, where the classification proceeds according to English attainments, will now no longer be placed in the last class. The knowledge of a little English will enable them to bring out with advantage their greater knowledge of Bengali, Geography, History, and Arithmetic. A gallery was erected, at a cost of Rupees 594-12-0, at the beginning of the year, and has been in regular use ever since.

I conclude my Report with the following extract from the account of the Calcutta Normal School, by its Head Master, Baboo Gopal Chunder Banerjee.

The art of teaching, the importance of which cannot be over-rated in any Normal School, received, till lately, but little or no attention. Before the introduction of any regular and systematical Lectures on, and practice of, the Teacher's art, boys from the Normal School were at times taken as substitutes for absent Teachers in the Model School; and this was the only method, for some time, by which the Normal students were trained in the art of teaching. Since the re-opening of the School in November 1860, after the Dusserah vacation, systematic Lectures on, and practice of, the art of teaching have been introduced. Each of the three classes devotes one hour a day to the study and practice of this subject. Students now not only take charge of classes, as formerly, in the absence of class-masters; but undertake to teach, regularly, certain subjects. Besides, they are often made to attend to the lessons given to the younger boys in the gallery, and at times assist the gallery teacher by undertaking the repetition of the lessons given in their presence. Thus the students not only observe the mode in which gallery lessons are to be conducted, but practise it from time to time. Moreover, one verbal lecture, for an hour a week, is given to all the three classes of the Normal School collected together.

A knowledge of the English language is being gradually more and more diffused in this country. It is the surest passport to posts of high emolument under Government; and my countrymen are not blind to their own interests. The managers of many a Vernacular School, I know, are anxiously desirous to introduce English into their Schools; and would

have long done so, if the Grant-in-aid rules permitted them to do it. But rules and regulations, however strict, will not be able to arrest the progress of time, and to prevent the English language from the wide diffusion to which it seems destined by Providence. The time, however, is not far off when the Vernacular Schools will commence to teach English; some of them have already commenced to do so privately, before or after regular school hours. It will be necessary, therefore, to give a little English education to our students in the Normal School.

I have the honor to be,

Sir,

Your obedient Servant,

HENRY WOODROW, M. A.,
Late Fellow of Caius College, Cambridge.

FROM

E. LODGE, ESQ. M. A.,
Inspector of Schools,

TO

W. S. ATKINSON, ESQ. M. A.,
Director of Public Instruction.

Dated Chinsurah, 15th March 1861.

SIR,

So much has been spoken and written lately, both in public and private, regarding the inefficiency of the Mofussil Colleges, and of the expediency of abolishing them, that I cannot resist commencing the Report which you have called for, without noticing the subject. I would invite a comparison between the results obtained by the two* institutions particularly condemned, with those effected by the united efforts of every other Educational Establishment in the country, which is connected with the Calcutta University, and not entirely supported by Government. Both at Dacca and at Kishnaghur, in the immediate neighbourhood of the Colleges, have sprung up two large private Schools, but which are in reality as much indebted for their progress and efficiency to the adjoining Colleges as are the Collegiate Schools themselves. In them the schooling fees are less than one-fourth of what is charged in the corresponding classes of the Government establishments. Their pupils, though poorer, are the constant associates of the Government students: out of school hours they all read together, and no small amount of instruction is

* Kishnaghur. Dacca.

then imparted by the senior College students to their younger friends and relations in both institutions. Besides this, the private Schools are continually recruited by boys leaving the Government classes, either because they do not obtain promotion according to their own desires, or in consequence of the enforcing of some rule or other which the Principal has the less hesitation in doing when he knows the culprit will be received into the adjoining School, and not be altogether deprived of the means of instruction. And lastly, these private Schools are in no small degree encouraged and supported by knowing that, at the end of each year, some five or six of their best students may be transferred with Scholarships and free tuition to the College itself, with the prospect of receiving a moderate allowance and a good education for four years more.

2. Under these circumstances then we may fairly conclude that, if the Colleges be abolished, these private Schools must go as well. They may not cease or altogether disappear, but their standard of scholarship would fall, and, as places of education, they would sink into comparative insignificance.

3. From the results of the Calcutta Entrance Examination held during December 1860, we obtain the following information about the successful candidates:—

	1st Dvn.	2nd Dvn.	
Kishnaghur College, ...	4	14	
Ditto Mission School, ...	1	4	
Dacca College, ...	1	27	
Ditto Pogose School, ...	0	15	
	6	60	66

This long list of 35 Schools and Colleges includes, I think, every private or public institution in Bengal, that is capable of instructing boys so high as the Entrance standard: at any rate it includes every institution, private, public, or Government aided, that has this year succeeded in doing so. Many of them possess every advantage of situation, being placed either in the very heart of Calcutta, or clustering in its neighbourhood. In not a few of them are gentlemen of the highest attainments as scholars, and deservedly praised for possessing the power of imparting instruction. However, notwithstanding their overwhelming numbers, and their other innumerable advantages,—to say nothing of their expense,—they cannot pass successfully through the recognised University Entrance Examination so many as twice the number of candidates that succeed from the Colleges and Schools at Dacca and Kishnaghur. In fact, these two places have furnished close upon one-sixth of all the successful candidates that could be produced from Bengal

	1st Dvn	2d Dvn.	
Burdwan Mission	..	1	
Ditto Rajah's	..	4	
Bishop's College	..	3	
Bengal Academy	..	2	
Chinsurah Free Church	..	11*	
Calcutta Free Church .. .	2	8	
Calcutta Training School ..	..	4	
Doveton College	2	9	
General Assembly's Institution	..	3	
Garden Reach School	..	1	
Hindu Charitable Institution ..	..	1	
Kandie School	..	1	
Martiniere, Calcutta	..	2	
London Mission Institution ..	..	1	
Oriental Seminary	..	2	
St. Paul's School, Calcutta ..	..	6	
St Xavier's College	..	1	
Seal's College	..	5	
Serampore College	..	6	
Private Institutions aided by Government.			
Allipore School	..	1	
Bullagur ditto	..	1	
Bangla Bazar	..	2	
Banshbaria Mission	..	4	
Barripore	..	1	
Culna Mission	..	3	
Cassipore	..	2	
Chukdigy	..	1	
Jonye	..	4	
Juggutbulubpore	..	1	
Konnugur	..	4	
Paikpara	..	3	
Ranaghat	1	1	
Sylhet Mission	..	3	
Syedpore	1	..	
Tribanee	1	1	
	7	103	110

* The premises of this School adjoin those of the Hooghly College.

and Behar, from the North Western Provinces, the Punjab, and from Ceylon.

4. Immediately after this most satisfactory result, a cry is raised that these Colleges are *effete*, and the Government call upon their inferior officers to show cause why they should not be abolished. Whether this proposal of abolishing them is serious or not I cannot tell, but the Principals and Masters, instead of finding their labors appreciated, are threatened with the loss of their appointments, which is accomplished, as they know very well from several former instances, without any consideration whatever for their past services.

5. I would observe that, since the issuing of the Educational Despatch of 1854, which promised so much for the extension of Education in India, nothing whatever has been done to strengthen or improve the Mofussil Colleges. Whilst the staff at the Presidency College has been very considerably increased to give instruction to a few candidates for the B. A. degree, and whilst a somewhat expensive body of Directors, Inspectors, and their Assistants, have been established, no increase has been made to the effective teaching department at any place but at the Presidency. The Mofussil Colleges are allowed to struggle on with an imperfect staff of teachers, and are then exposed to periodical unfavorable contrasts with the Presidency. At the end of each year their best students are taken from them, and they are told to work as well as they can with the rest; and in many other respects have they been working at a great disadvantage.

6. Instead, therefore, of abolishing these Mofussil Colleges, which, together with the Zillah Schools, are, amongst the natives, undoubtedly the most popular institutions in the country, and for the establishment of which they most thank the English, I would strengthen those that already exist, and even add to their number.

7. To each of the Colleges at Dacca and Kisnaghur a Professorship worth Rs. 500 a month should be attached. The effect of this would be, in the first place, to strengthen the lower classes by keeping back Masters who too often get promotion, not because they deserve it, but because no other men can be found for the situations. In the second place, the Colleges would then be able to retain their students till they were competent to enter the examinations for the B. A. degree, instead of having, as at present, to send them for a couple of years to the Presidency. And lastly, it would be adding an additional European to the establishments, which, in my opinion, is much required. * * * *

8. Again, by means of Grant-in-aid and other private Schools, an elementary Education is now being so extensively given throughout the Hooghly, Burdwan, and Nuddea districts, that there is ample room for, and indeed an absolute want of another Mofussil College suitably situated, where a higher course of instruction would be open to them. In the town of Burdwan alone there are upwards of 500 students in the private Schools of the Rajah, and of the Church Mission Society; and the establishment of a College at that place would not only benefit them, in the same manner, as I firmly believe, is the case at Kishnaghur and Dacca, but its position would be admirably centrical, and it would receive, I feel convinced, the liberal support of the Maharajah and other influential people in the district.

9. The feelings of the residents and landholders in Burdwan would very soon be tested by the manner in which they would come forward to contribute towards a suitable College building, and for the support of it afterwards, as well as of another Professorship at Kishnaghur.

10. **Zillah Schools.**—As requested in your circular letter, No. 1824, dated the 26th September last, I have to notice

that these Schools have been working generally to my entire satisfaction during the past year; and that they still continue to be exceedingly popular with the natives. At each of the remote stations of Malda and Puruliah the number of students is not yet sufficient to form a full School, but the increase, though slow, has been steady and uniform.

11. **Bauleah.**—For the whole of this year, as well as for several previous ones, this School has had no permanent building, but has been held in any house that has become temporarily vacant or available. Now, however, the expenditure of Rupees 2,500 from its own surplus funds having been sanctioned, the Zemindar of Putteah has, with great liberality, contributed a further sum of Rupees 5,751, making altogether Rupees 8,251, for the construction of a handsome School-house upon an approved plan and estimate: and the erection of the building, in a convenient situation, will be immediately commenced upon.

12. On the 31st of January last, the number of students in this School was 133, and the amount of the fees collected from them, for that month, was Rupees 218. During the past year the surplus funds arising from these fees have been sufficient to increase the instructive staff at an expense of Rupees 175 per mensem,—the Government allowance being only Rupees 230 a month for that purpose,—and to leave a balance of Rupees 317-4-8 on the 31st of last December.

13. The scholarship of this School also must be considered as satisfactory; for, at the University Entrance Examination, which has lately taken place, four candidates have succeeded in passing, and one of them has been placed in the first Division.

14. **Beerbhoom.**—On the 28th of the last month there were 195 names on the rolls of this School; and the fees

collected during that month amounted to Rupees 208. The surplus funds contribute Rupees 90 every month for the purpose of increasing the number of Masters necessary for so many pupils; and, in addition, they have been sufficient to contribute, for the first three quarters of the current year, Rupees 729-3-10 towards the extension of the School building. This building is now being finished, and the surplus for the current quarter will be sufficient to complete it, when there will be an admirable School-house, capable of giving accommodation to 250 students.

15. Some hindrance has been caused to the progress of the Beerbhoom students, in consequence of the continued change or absence of the second Master, yet still, at the last Entrance Examination, four candidates succeeded in being placed in the second Division.

16. I would here wish to record my opinion of the Head Master of this School. For the last two years he has unfortunately not succeeded in conciliating about one-half of the native population of Soory, who have in consequence made repeated complaints against him to the Local Committee, and at last to the Lieutenant-Governor. These complaints have several times been examined into by the local authorities, as well as by the Inspector; and the result has always been in favor of the Head Master. The origin of the dissatisfaction, as far as we can trace, was a quarrel between him and the second Teacher; the result being that the second Teacher, a high caste Brahmin, was removed to a similar situation elsewhere, and his friends seem determined not to desist until his opponent has been removed also. At any rate, whatever may have been the private cause that originated this misunderstanding, no blame can be attributed to the Head Master for the manner in which he has discharged his School duties. On the contrary, some little incidents were elicited in the course

of the investigations which showed that he had been honestly solicitous for the good of his School.

17. **Puruliah, Malda.**—At neither of these places during the current year has any thing that requires particular mention taken place. The number of students in them is respectively 86 and 57, and in Scholarship they have not yet arrived at the University Entrance standard, which, considering the time for which it has been established, is not very creditable to the former School.

18. At Puruliah a third Master, on a salary of Rs. 30 per mensem, is entertained from the surplus funds; and the balance to its credit, on the 1st January 1861, was Rs. 366. At Malda a School-house has been purchased for Rs. 1,200, one-half being the proceeds of local contributions, and the other half taken from the undrawn balance of last year; whilst on the 1st January last it had the sum of Rupees 218-8 as a surplus fund.

19. **Hooghly Normal School.**—The following is an extract from the Report of the Head Master of this Institution, dated 20th February 1861:—

2. "The number of students on the Rolls is at present 220, comprising "79 pupils in the Training, and 141 in the School Department. The "number already sent out with appointments to aided or private Institu-"tions is 25, of whom 3 have been appointed Vernacular Teachers "of Science to as many Intermediate Schools.

3. "The Training Department continues to be divided into three "classes, in the highest of which the pupils study Sanscrit as in the 5th "year class of the Sanscrit College, Calcutta; and History and Mathema-"tics somewhat higher than the present University Entrance Course, with "the elements of Natural Philosophy and Natural History, illustrated by "pictures and experiments. I would take this opportunity to observe "that a late alteration in the Entrance Examination Rules of the Calcutta "University by which the liberty of answering in Bengalee in certain "subjects such as History, Geography, and Mathematics has been "withdrawn from entrance candidates will ere long materially affect

"the prospects of the Normal pupils in the highest class by causing a "falling-off in the demand for Vernacular Teachers of science which "that class was intended to supply.

4. "The School Department, consisting of seven classes, and mainly "taught by the Normal pupils, is daily growing into importance. The "first class pupils read up to the Vernacular Scholarship Course in "Bengali, with a little additional Sanscrit or English. One of them (who "was learning English) obtained a Vernacular Scholarship, tenable at the "Hooghly Collegiate School; and four more (who were learning Sanscrit) "were deemed fit for promotion on stipends to the last class of the "Training Department."

5. "The attendance of the pupils in both the Departments has been "perfectly satisfactory throughout the part of the Session under notice. "While upon this subject I would beg to remark the immense advantage "which is possessed by this School over others as a boarding Institution "for the pupils in enforcing regularity of attendance as well as in other "points of discipline. If I had sufficient accommodation for all, I would "insist upon every Normal pupil being a Boarder in the School. But "while this Institution continues to be held in any other than a Govern-"ment building, it will not probably be deemed advisable to lay out any "considerable sums of public money in the erection of suitable accommo-"dation. I would therefore request that you will kindly take this "subject into your early consideration, and recommend to the notice of "Government the expediency of purchasing or building a School-house "on the grounds above adduced, as well as on its proving not a little "economical in the end. For the expense of erecting a suitable building "for the Normal School will probably not exceed twelve thousand Rupees, "the interest on which, calculated at the rate of 5½ per cent per annum, "amounts to Rupees 55 per month; while the house-rent, on account of "this Institution, costs Government Rs. 100 per month at present, and "may cost even more, should the Proprietors be disposed to raise the "rent of their house, which they have the liberty to do at any time."

* * * * * * * * *

23. The situation of the Hooghly Normal School is in every respect a good one, but in consequence of the building not being our own property, we labor under great disadvan-

tages The landlord is a native, to whom we pay Rupees 100 a month for the premises; but he will do nothing towards keeping the tanks and ditches in a clean and wholesome state; he will expend nothing on the out-houses or in keeping the grounds in order; and in executing the petty annual repairs he will send an old woman and a boy with some bamboos, lime, and whitewash, when for four months at a time they will keep the building in an untidy and an uncomfortable state. Nearly all the Normal students who are collected from the different Zillahs of South Bengal, reside on the premises; and this they are encouraged to do, because it is found that their attendance and regularity are better, and that all having one common object, by being together, they are of great assistance to one another. This School, therefore, is not simply a place of instruction, and, as such, occupied for only six hours a day; but it is also a large Boarding establishment, where 60 or 70 men eat, sleep, and live on the premises, and for such a purpose many more out-offices are required than are generally found attached to an ordinary dwelling. By means of temporary sheds some additional accommodation has been provided, but in consequence of so many cooking and residing day and night on the premises, they have not that cleanly appearance which such an Institution ought to present, and I confess that it has not been in my power much to improve it.

24. A building, for the express purpose of a Normal School, with all the necessary out-houses for cooking, sleeping, &c., might be erected in my opinion for about Rupees 12,000, or the sum we are at present paying as house-rent for ten years. I think that, even on the ground of economy, this matter is worthy of consideration, and if the Government was now to expend the above sum, it can be shown that it would be repaid from the fund already assigned for the support of this

school within less than four years, and would then have the building free.

* * * *

26. That this Institution has now become popular amongst the natives, I infer from the facts that not a student has left it for the last two years who has not at once obtained employment; that I have frequent applications from the Managers of private unaided schools to send them a Pundit from it; and that now in nearly every case when a request is made for Government assistance to any School, it is at the same time requested that a Hooghly Normal student may be added to the School.

27. This result is entirely due to the able management of the Head Master, Baboo Bhoodeb Mookerjee, who has had the complete arrangement of the school from its very commencement. He is an excellent scholar both in English and Bengali, and by his tact and abilities has obtained the confidence and respect of all who have been under him.

28. Nor must I omit to mention that Bhoodeb Baboo has been most ably assisted by Pundit Ramgotty, who is a superior Sanscrit and Bengali scholar, and who also has a competent knowledge of English; but especially as a Teacher, he possesses patience and abilities which are deserving of the highest praise. * * * *

* * * *

30. **Aided English Schools.**—I have nothing new to mention regarding the Aided English Schools, excepting one little incident, which I will relate without any comment, leaving you to draw your own conclusions upon it. An English School at Bagotty lately obtained aid from Government, partly on the strength of an opinion expressed by the late Court of Directors, that though there might be a good Missionary School in the neighbourhood, yet the feelings of the people

on the subject should be respected, and if they desire to have a School of their own, the Government should assist them in the same way as if no other School was there. Bagotty is situated about 3½ miles from the Scotch Missionary School at Banshbaria; and whilst I was visiting it in January last, some 40 or 50 little boys in the gallery class sang two or three little songs. I was anxious to know what was the style of compositions these natives had selected for singing, but, on asking for the song-book, I was told it was not that day in the school-house, but at the lodgings of one of the Masters. A little boy was then made to stand up and repeat what they had just been singing, and it proved to be one of the favorite Missionary hymns inviting little children to draw near unto Jesus. This lad and several others had learned these hymns in the Banshbaria Mission School, and had taught them to their Masters and class-fellows at this place.

31. **Vernacular Scholarship Examination.**—In October last a general examination of candidates for Vernacular Scholarships was held in this Division, when no less than 129 presented themselves. The greater number of them, coming from the districts of Nuddea, Hooghly, and Burdwan, were examined in the large hall of the Hooghly College: those in the more remote Zillahs had the same questions given to them on the same days, and under the superintendence of the respective Deputy Inspectors.

32. Any boy who has been for twelve months a student in any aided or Government Vernacular School can compete for these prizes, which are Scholarships of Rupees 4 a month, and tenable for 4 years each. The rule I have observed in awarding them is this: if the successful candidate is not above 12 years of age, he takes his Scholarship to some English Government School; but if he is 17 years of age or upwards, he holds his Scholarship either

at the Sanscrit College or at some place where he may learn a profession, such as the Hooghly Normal School, the Bengali Department of the Medical College, the School of Art and Design, &c. For lads between 12 and 17 years of age, it is necessary that they should have some knowledge of English before a Scholarship can be awarded to them, because they are too young to commence upon the study of a profession, and too old to begin the English language. Indeed, in the few instances that this latter attempt has been made, the lads themselves have withdrawn after a year or a year and a half, and the Head Masters of the Schools have generally complained against them.

* * * *

34. That you may form a tolerably correct estimate of the state of Vernacular Education in this district, I subjoin copies of the questions proposed, which were prepared by four of my Deputy Inspectors, and selected from the course of study for the year. Those on History, Geography, Mathematics, &c., I have translated into English; but the rest on Grammar, Composition, and Literature I give in the original. Valuing the whole of the questions at 200 marks, it was determined to assign no Scholarship to a candidate who failed to obtain $\frac{3}{8}$ or 75 marks. This 42 students succeeded in doing, and to the first thirty Scholarships have been awarded.

EXAMINATION PAPERS
FOR
VERNACULAR SCHOLARSHIPS.

4th October, Afternoon —HISTORY.

When did the English first commence to trade with India? In what way did their commerce gradually increase? When and by whom was Calcutta founded? Against what

enemy did the English obtain permission to build the present fort?

2. Under what Governor was the জেজিয়া or poll tax first established in Bengal? What was the জেজিয়া tax?

3. Mention some of the good works done by Goyasoodeen, when he was Governor of Bengal?

4. Give a description of the Black Mountains?

5. When did Lord William Bentinck come out as Governor-General to India? Had he been in India before or not? Describe fully the excellent rules which were established in this country during his time.

6. When was the Supreme Court established in Calcutta? With what object was this Court of law established? At whose desire was the Board of Control appointed?

7. Who was Taimurlong? Give an exact description of him.

8. Draw the character of Mahomed Gojonbeer.

GEOGRAPHY.

1. Define a promontory, an isthmus, a shore, a port, and a strait; and give a good example of each.

2. Describe the course of the following rivers:—Thames, Danube, Rhine, Nile, Ganges, Amazon, and Orinoco.

3. Mention all the provinces through which the Nurboda and Cavery rivers flow, and also some of their chief towns.

4. In what parts of the world are the following Cities:—Quebek, Teheran, Charleston, Londonderry, Guatemala, and London?

5. Mention the foreign possessions of Great Britain and of France.

6. Describe the route you would take in going from Calcutta to London.

7. What is rain? How is it produced? Why does not the same amount of rain fall in all parts of the world?

8. To what is the name of "Gorooah" given?

MATHEMATICS.

A man 60 years of age had 2 sons and one daughter, whose united ages were equal to his own. Two years before the age of the father was exactly twice that of his elder son. Now, if the ages of the father and elder son be added together, their sum will equal seven times that of the younger son. Find the ages of the 3 children.

Thirty-five men commenced to dig a tank, which, if they all continued to work, they could finish in 45 days. But after working together for 15 days, seven men, on account of sickness, withdrew: after fifteen more days seven more men retired, and again every fifteen other days seven other men withdrew. In what time will the work be finished?

A man borrowed money at 5 per cent. per annum. At the expiration of one year he received from his friends a large sum of money, when another came to him and had a bill discounted at 5 per cent. which bill was equal to his loan, but the interest he paid for his loan exceeded what he gained by discounts by one Rupee.

EUCLID.

Explain clearly the distinction between a problem and a theorem.

The opposite sides and angles of a parallelogram are equal to one another, and the diagonal divides it into two equal parts.

Any quadrilateral figure having its opposite angles equal is a parallelogram.

In every triangle the greatest side has the greatest angle opposite to it.

On the human body.

By what operations is the food converted into blood? And state what you understand about the circulation of the blood.

Lessons on Objects.

Give a brief description of arsenic, quicksilver, and snake's poison.

In what way are China basins made?

Natural Philosophy.

Under what circumstances does repulsion act? Briefly describe what is meant by the centre of gravity. Give four instances of the action of centripetal and centrifugal forces.

বাঙ্গলা ছাত্রবৃত্তির পরীক্ষা।

এই কয়েকটি পদের সন্ধি কর।

১। প্রতি-অহঃ, নল-উদয়, মহা-ঋত্বিক, ভানু-উদয়, হরৌ-ইতি রৈ-আ, উদ্যন্-চন্দ্র, মহৎ-লোচন, হসন্-আগত, তনু-ছদ, রামঃতিষ্ঠতি, জনঃ-গচ্ছতি অহঃ-পতি অহঃ-রজনী।

২। এই কয়েকটি শব্দ কোন্ কোন্ ধাতু ও কোন্ কোন্ প্রত্যয় দ্বারা নিষ্পন্ন হইয়াছে তাহা লিখ।

প্রসাদ, উন্মাদ, মোহিত, বুদ্ধি, আস্বাদন, রমণীয়, অপহরণ, শোভনীয়, বিদ্বান্, জিগীষা, কার্য্য, ভর্ত্তা, আমোদ, নয়ন, বদন, আকর্ষণ।

৩। প্রত্যেক কারকের এক একটি উদাহরণ দেহ।

৪। পরিশ্রম ব্যতিরেকে কিছুই হয় না। বিকশিত পুষ্প পরিপূর্ণ মনোহর পুষ্পোদ্যান, অশ্বরথগজশোভিনী

প্রাসাদশ্রেণী, তড়িৎসম বেগবিশিষ্ট বাষ্পীয় রথ প্রভৃতি সকলই পরিশ্রম সাধ্য।

রাজকুমার লব্ধবিজয় সেনাপতিকে দর্শন করিয়া প্রফুল্লমনাঃ হইলেন এবং যাহার সাহসিকতায় শত্রুভয় হইতে পরিত্রাণ পাইলেন তাঁহার সম্মানার্থে রাজ্য মধ্যে মহোৎসব আদেশ করিলেন।

পূর্ব্বোক্ত বাক্যদ্বয়ের অন্তর্গত "বিকশিত পুষ্পপরিপূর্ণ" "পুষ্পোদ্যান "প্রাসাদশ্রেণী" "তড়িৎসম" লব্ধ-বিজয়" "প্রফুল্লমনাঃ" "শত্রুভয়" "মহোৎসব" এই কয়েকটি পদে কি কি সমাস আছে।

৫। তব্য, ত, ও তবৎ এই তিন টি প্রত্যয়ের পরস্পর বিভিন্নতা কি।

৬। কর্ত্তৃবাচ্য ও কর্ম্মবাচ্য এই দুই বাচ্যের লক্ষণ কি।

৭। দ্বন্দ্ব সমাস কয় প্রকার এবং তাহাদিগের পরস্পর কি বিভিন্নতা তাহা লিখ।

বিদ্যা শিক্ষার ফল কি? এই বিষয়ে একটি প্রবন্ধ লিখ।

বিরাটপর্ব্বের প্রশ্ন।

১। কীচক কর্ত্তৃক কৃষ্ণা অবমানিতা হইয়া কিরূপে ভীম সন্নিধানে আক্ষেপ করিয়াছিলেন তাহার বর্ণনা কর।

২। "অদ্য শত্রুবন দহনক্ষম পাণ্ডবাগ্নি মদীয় শরধারা বর্ষণে প্রশান্ত ও নির্ব্বাণ প্রাপ্ত হইবে। পন্নগগণ যেমন বল্মীকবিলমধ্যে বিলীন হয়, তাহার ন্যায় মদীয়

সায়ক সকল পার্থদেহে প্রবিষ্ট হইবেক" এই কথার এবং মহারথদিগকে বিদ্রাবিত করিয়া মেদোবস-প্রবাহিনী ক্রব্যাদগণ সেবিতা ঘোর রৌদ্ররূপা অনির্ব্বচনীয় শোণিততরঙ্গিণী প্রবাহিত করিলেন"। এই কথার ভাব চলিত ভাষায় বুঝাইয়া দেহ।

৩। ধৃতি, ক্ষমা, সত্য, সারল্য, দয়া, এবং সাম, দান, ভেদ, দণ্ড কাহাকে বলে তাহার বর্ণনা কর।

৪। আসমুদ্র, বাদিত্র, মদিরেক্ষণার, সূদ, ষষ্ঠাংশ-ভাগী, কিণ, সাদী, গৃধ্রপত্র-যুত, পাঞ্চনখ-কোষস্থিত, শোণ-বাহন, অলাতচক্র-প্রতিম, ললাম-ভূত, প্রতপ্ত-চামীকরের, এই কয়েকটি কথার অর্থ কি লিখ।

চারুপাঠের প্রশ্ন।

১। "কি পিতা মাতা, কি পুত্র কন্যা, কি ভ্রাতা বন্ধু, কি পরোপকারী," ইহার মধ্যে যে "কি" "কি" পদ কতকগুলিন আছে তাহার অর্থ ও ভাব কি।

২। "পরম শোভাকর প্রশস্ত অট্টালিকা, বিকশিত পুষ্প, পরিপূর্ণ আপণশ্রেণী, তড়িৎসম বেগবিশিষ্ট বাষ্পীয় পোত ও বাষ্পীয় রথ, ধর্ম্মশাসন সংস্থাপক পবিত্র বিচার স্থান, জ্ঞানরূপ মহারত্নের আকর স্বরূপ বিদ্যা-মন্দির" ইত্যাদির ভাব চলিত ভাষায় লিখ।

৩। "নিজ নিকেতনস্থ মূর্ত্তিমতী প্রীতিস্বরূপ" এবং "জননী জন্মভূমিশ্চ স্বর্গাদপি গরীয়সী" ইহাতে কি বুঝিয়াছ তাহা লিখ।

৪। জান ফ্রেডরিক ওবর্লিনের বিষয় কি জ্ঞাত আছ তাহা বিশেষ করিয়া লিখ।

সিকন্দর সাহের দিগ্‌বিজয়ের প্রশ্ন।

১। "যদি আমি সিকন্দর না হইতাম তবে ডায়োজিনিস হইবার যত্ন করিতাম, তাহাতে কিছুমাত্র সন্দেহ নাই।" সিকন্দর সাহার এই কথা বলিবার অভিপ্রায় কি, এবং এই স্থলে "সিকন্দর" ও "ডায়োজিনিস" বলার বিশেষ ভাব কি।

২। কাহার প্রতি সিকন্দর সাহার অতি সদয় ও কাহার প্রতি অতি নির্দয় আচরণ করা হইয়াছিল।

৩। সিকন্দরের চরিত্র ঘটিতপ্রবল দোষ কোন্‌টি ছিল।

List of Successful Candidates in order of merit.

	Name of School.	Where he will hold his Scholarship.
Kishna Soonder Doss, ...	Kandie, ...	Berhampore Collegiate School.
Kally Bhooshun Roy, ...	Bhajunghat, ...	Kishnaghur do. do.
Ughorenath Ghosal, ...	Bhalooka, ...	Sanscrit College.
Rakhal Doss Chuckerbutty,	Mondlye ...	Do. do.
Sharoda Prosono Ghosal, ...	Sadeepore, ...	Hooghly Collegiate School.
Shib Chunder Singh, ...	Bhalooka, ...	Kishnaghur do. do.
Jushodanundun Sircar, ...	Jowgong, ...	Sanscrit College.
Bamachurn Sen, ...	Sadeepore, ...	Hooghly Collegiate School.
Sharoda Coomar Banerjee,	Amadpore, ...	Do. do. do.
Punchanun Mookerjee, ...	Khantosra, ...	Sanscrit College.
Rajmohun Roy, ...	Kundra, ...	Hooghly Collegiate School.
Heraloll Mookerjee, ...	Jowgong, ...	Sanscrit College.
Kedarnath Mitter, ...	Kishnaghur, ...	Kishnaghur Collegiate School.
Khettro Mohun Sadhkhan,	Hooghly Normal Vern. School ...	Hooghly Collegiate School.
Prosono Coomar Sircar, ...	Dowlutgunge, ...	Kishnaghur do. do.
Nobogopal Sing, ...	Sadeepore, ...	Hooghly Collegiate do.
Souresh C. Roy Chowdry,	Moheshpore, ...	Sanscrit College.
Gooroodoss Boistub, ...	Mondlye, ...	Collootola Branch School.
Ramloll Lahotee, ...	Kishnaghur, ...	Kishnaghur Collegiate School.

List of Successful Candidates in order of merit.—(Continued).

	Name of School.	Where he will hold his Scholarship.
Nilrutun Banerjee ...	Dienhat, ...	Hooghly Collegiate School.
Koomodnath Mookerjee ...	Moheshpore, ...	Sanscrit Colloge.
Behareeloll Sing, ...	Bhalooka, ...	Kishnaghur Collegiate School.
Juggeshur Chuckerbutty, ...	Moheshpore, ...	Sanscrit College.
Bishnoo Chunder Gossamee,	Nakpooria, ...	Do. do.
Judoonath Dey, ...	Sadeepore, ...	Hooghly Collegiate School.
Kedarnath Chatterjee, ...	Moheshpore, ...	Kishnaghur do. do.
Bijoy Kristo Roy Chowdry,	Shahagunge, ...	Hooghly do. do.
Gocool Behary Sing, ...	Kandie, ...	Berhampore do. do.
Hurrish Chunder Baneerjee,	Soory, ..	Beerbhoom School.
Boradacant Doss, ...	Roypore, ...	Do. do.

* * * *

37. **Government Vernacular Model Schools.**—Regarding this class of schools I am still of the same opinion, that their expense is out of all proportion to their utility, and that, specially when funds are so urgently required in other departments of the service, these schools should, as opportunities offer of providing for their Pundits, be gradually reduced to the same standard as Grant-in-aid Vernacular Schools.

38. **Female Schools.**—One female school has now been established in South Bengal, with a fair prospect of success. It is situated in the town of Kishnaghur, and is supported by several respectable inhabitants of that place. When I visited it in December last, it contained about 35 little girls, chiefly, if not entirely, the daughters of men of some means, and of good caste.

* * * *

I have the honor to be,

SIR,

Your most obedient Servant,

E. LODGE,

Inspector of Schools.

FROM

W. ROBINSON, ESQ.,
Inspector of Schools,
North-East Bengal and Assam,

To

W. S. ATKINSON, ESQ.,
Director of Public Instruction,
FORT WILLIAM.

Dated, Gowhatti, the 1st August 1861.

SIR,

I HAVE the honor to submit my Report on the Schools in this Division for the year ending with the 30th of April 1861. Having been prevented by a serious attack of illness from submitting it on an earlier date, I am under the necessity of urging the same plea for the brevity of the following remarks.

2. **English Schools.**—The English Schools are ten in number, and are the same as those on the list at the close of the previous year; but the pupils connected with them have slightly increased in number, and the average daily attendance has also improved, as appears from the following comparative Statements:—

	ON THE 30TH APRIL 1860.		ON THE 30TH APRIL 1861.	
	On the rolls.	Average attendance.	On the rolls.	Average attendance.
GOVERNMENT SCHOOLS.				
Dinagepore,.....	103	63	116	63
Bograh	94	53	88	70
Mymensing.....	170	135	189	137
Gowhatti.....	104	81	118	97
Seebsagor	39	37	42	32
Total,...	510	369	553	399
AIDED SCHOOLS				
Gowalpara,.....	172	104	180	116
Serajgunge, .	81	52	104	50
Sheikeghat, ..	123 (Silhet)	84	122	91
Bunder, ...	128 (Silhet)	79	138	85
Rungpore, ...	128	82	118	68
Total,...	632	401	662	407
Grand Total,...	1142	770	1215	809

3. I have very little to say regarding the condition and prospects of each of the abovenamed Schools, taken separately; but as a few remarks are expected from me, I proceed to note such points, in regard to them, as appear to be most deserving of attention.

4. **Government English Schools.**—The Report of the Committee on the annual examination of the pupils of this School, I regret to say, is far from being a satisfactory one. The primary object had in view by most boys entering our Schools, is to endeavour, in the shortest possible time, to pass the examination for entrance into the University—the stepping stone to employment under Government;—and the most expeditious mode of attaining this object has been found to be a system of most inordinate cramming; a system which, I regret to say, finds favor with many of the Masters of the Schools also, who, anxious for the credit of having sent up pupils to the entrance examination, are often guilty of cramming the boys of the first class to their fullest extent, regardless of the serious and lasting injury inflicted on their pupils. The system, I believe, derives encouragement from the very nature of the Matriculation Examinations, which, it may be, would be all the better for some modifications. At the same time I think considerable benefit might be conferred on the cause of English instruction generally by a rule requiring a strict adherence to a curriculum of study similar to that proposed by the Committee for the improvement of Schools. It is chiefly to this system of cramming, which the late Head Master did much to encourage and foster, that I attribute the present very backward state of the Dinagepore School. The end sought by it was not often obtained, and the senior boys, thinking they might be more successful under the tuition of a Master better acquainted with the system, withdrew and joined other

Dinagepore School.

Schools. The junior boys, most of them much too young for the 1st class of a School that had been six years in existence, were, nevertheless, promoted; and it was thought that, for the honor of the institution, still greater efforts should be made to pass these tyros through the University Course. The result, as might have been foreseen, has proved a lamentable failure.

With the exception of the boys in the two last classes, the progress made has been far from satisfactory. The Head Master resigned his appointment early in January, and his successor, Mr. J. S. DeSouza, will, I hope, by the introduction of a healthier system of tuition, both improve the *status* of the School and add to its popularity.

5. **Bograh School.**—There has been during the year under report a marked improvement in the average daily attendance of the boys in this School, and this, I think, has led to an improvement in the condition of the classes; and though the rate of schooling fees has been enhanced, the School has not suffered from any diminution in the number of pupils in consequence. The rates charged before were one Rupee per month from each boy in the 1st class, and 8 annas from each boy in all the other classes. Those since adopted are one Rupee from each boy in the 1st and 2nd classes; 12 annas in the 3rd, 4th, 5th, and 6th classes; and 8 annas in the 7th or last class The Local Committee, I am sorry to say, have expressed themselves dissatisfied with the general result of last annual examination; but after a careful inspection of the School about a month after the classes were examined by the Committee, I received a different impression, and the discrepancy in our opinions can, I believe, be accounted for by the fact that the Committee, forming their judgment on the ground of the School being a Government Zillah School of six years' standing, expected too much of the boys; but if,

when drawing up their Minutes, they had been aware that the oldest boy of the highest class had not been more than 4 years under tuition, and of the boys of the junior classes less than three, I am disposed to think they would have agreed with me that the Masters had done their duty satisfactorily, and that the boys under their tuition had, during the year, made quite as much progress as could reasonably have been expected of them. Such mere beginners ought not to have been examined by means of written questions, for they could not have been expected to have acquired a sufficient knowledge of English composition to have expressed themselves intelligibly; and hence I do not wonder at their written answers being pronounced worthless and unintelligible. I must say, however, that I agree with Mr. Larkins, the Examiner in Mathematics, in the opinion that, in this branch of their studies, the boys did not show at all favorably. They appear to have been pushed on too fast; taught to work out sums without having been properly grounded in the rules and in too many instances allowed to commit the geometrical propositions to memory without understanding them. In other branches of study, the pupils have generally done very well. Early in January, Baboo Ramtaruck Roy, the Principal Sudder Ameen of the District, began the delivery of a course of lectures on the Government Regulations, for the special benefit of the pupils of the 1st class. I had the pleasure of being present at one of the lectures, and I have every reason to hope that the laudable efforts made by the Baboo for the improvement of the senior pupils of the School, will meet with the success they merit.

6. **Mymensing School.**—This is the most forward of all the Government English Schools in the division, and I am happy to be able to add that, during the year under report, the classes have been well attended to; the Head Master, Baboo

Ooma Churn Dass, has continued to discharge his duties with his usual zeal and ability: he has been well supported by his Assistants, and the pupils in general have made satisfactory progress. In addition to this, the School has been carefully watched over by the members of the Local Committee, who, though having numerous other duties to attend to, have given a due share of their time and attention to the interests of the School.

7. **Gowhatti School.**—It gives me pleasure to report that this School, both as regards numerical strength and internal efficiency, has shown decided improvement during the past year; and I must not omit to mention that this marked change for the better is mainly owing to the indefatigable exertions of the present Head Master, Baboo Jomnejoy Dass, a zealous and pains-taking officer; and to the willing support he has always met with from the under-teachers. The institution, however, still labors under many disadvantages, among which, as materially affecting the *status* of the School, is the constant change of pupils, attributable, in part, to the facility with which young men capable of reading and writing English can get employment in the province; and in no small degree also to the general poverty of the people, who, though possessing a growing desire for the benefits of education, and particularly for instruction in English, are seldom able to afford to maintain their children in School for more than three or four years at the furthest. The knowledge of English acquired by the boys is necessarily of the most elementary description, and the constant succession of new pupils must not only be disheartening to the Masters, who have year after year to go over the same ground, but must also affect the position of the School when placed in comparison with Schools in Bengal of much more recent establishment. The School,

I am happy to add, has continued to enjoy the careful superintendence of the members of the Local Committee; and if the present Teachers continue in office, I shall look forward with confidence to a still greater improvement in the School in every succeeding year.

8. **Sibsagor School.**—There has been no great addition to the numerical strength of this School during the period under report, and this I believe to be owing to the high rates of schooling fees that the Committee have thought it advisable to enforce. From 8 annas in the lower classes, and one Rupee in the higher ones, the rates have been changed to 12 annas, 1-8, and 2 Rupees. The consequence, it is true, has been, as the Committee represent, that the School has certainly not had more boys in it than the present staff of Teachers has been able properly to instruct,—the number being only 42 for two Masters, with an average daily attendance of 32, but in a District where there are no other means available of acquiring a knowledge of English, I should think the Committee would have done better had they consulted the means of the majority and fixed the rates at a lower figure. The boys under tuition have made very fair progress during the last session, notwithstanding the prevalence of sickness to a very great extent, through more than eight months of the year; and the result of the examination reflects credit both on the boys and on their Teachers, Baboo Nilmoney Gangoly, the Head Master, and Baboo Gurmanund Dutt, the Second Master, both of whom appear to have been very attentive to their respective duties.

9. **Aided English Schools.**—Gowalpara School.—This School continues to work very favorably, but, like the School at Gowhatti, has, ever since its establishment had to complain of a constant change of pupils, who, though making fair progress while under instruction, leave the

institution before a good foundation for the acquisition of a knowledge of English can be laid, thus injuring their own future prospects, and lowering the *status* of the School itself. The School consists of an English and a Vernacular Department, and has an efficient staff of Teachers, who, I am happy to report, have conducted their duties satisfactorily.

10. **Serajgunge School.**—The School at Serajgunge has not done so well as usual during the year under report, and this is attributable to a variety of causes, among which not the least important was the necessity of taking down the School-house, owing to the encroachments of the river, and the subsequent want of accommodation for the boys,—the only place available being the verandah of the Station Hospital. A new and commodious School-house has since been erected in the neighbourhood of the Bazar, and the attendance is rapidly improving again. The School has had every attention paid to it by the members of the Local Committee, and the Masters have all been very attentive to their duties.

Sheikghât and Bunder Bazar at the Station of Silhet.

11. The two Schools, named in the margin, are in reality but one institution; that at the Bunder being a more elementary one than the one at Shiekghât, and the former serving as a feeder to the latter. Both are under the management and superintendence of the Rev. Mr. Parry, whose exertions in the interests of the School are beyond all praise. The School deservedly stands high in the opinion of the native community, and, I believe, is one of the best conducted English Schools in the Division.

12. **Rungpore Zemindaree School.**—Rungpore is decidedly one of the most unhealthy Districts in Bengal, and this has all along had a most prejudicial effect on the well-being of the School. Owing to constant attacks of illness, to which

natives as well as strangers are liable for at least eight months in the year, a frequent change of Teachers is one of the serious disadvantages the School labors under. The prevalence of sickness also affects the daily attendance, and serves materially to check the progress of the boys; yet, under all these disadvantages, the School continues to make steady progress. The Secretary of the School Committee, Baboo Ramoney Mohun Chowdhary, I am happy to report, has shown a most zealous attention to the interests of the School: to this circumstance, as well as to the hearty co-operation of the Head Master and his Assistants, I attribute its present efficiency.

13. **Anglo-Vernacular Schools**—Among the Schools that come under this denomination, there is only one in the Division supported by the State, *viz.*, the School at Darjeeling; and this, I regret to say, is far from being in a satisfactory condition. Owing, at first to the unsettled state of the Darjeeling territory on account of the disturbances in Sikhim, and subsequently to the removal from the station to different out-posts of the local Sappers whose children form the greater portion of the pupils, the attendance at the close of the year was reduced to 18. As the cause of this falling off was but temporary, I have reason to hope that, under the fostering care bestowed on it by Dr. Campbell, the Superintendent of Darjeeling, the School will rapidly revive again.

Darjeeling Government School.

14. **The Aided Anglo-Vernacular Schools**—Are 2 in Rungpore, 1 in Mymensing; and, since March last, 1 in Silhet.

14. **In Rungpore.**—The Anglo-Vernacular Schools at Sadyo-pooker and Peergatcha in Rungpore receive each a grant of 30 Rs. per mensem, and though neither of them is doing so well as I could wish, owing to changes in the Mana-

ging Committees and other local causes, they have made decided improvement since the date of my last Report. They are favorably situated with regard to the neighbouring population, and, I trust, will soon be better appreciated. The attendance of pupils has been steadily on the increase.

15. **In Mymensing.**—The School at Sherepore, in Mymensing, receives a grant-in-aid of Rs. 28-8 per month. The number of pupils attending it has increased from 31 to 54, and the general condition of the School is satisfactory, reflecting considerable credit on the members of the Managing Committee.

16. **In Silhet.**—On the 5th of March last a grant of 17 Rupees a month was sanctioned in aid of the School at Chattak, in Silhet, and since then the number of pupils has increased, and the average number in daily attendance has greatly improved. The School is yet in its infancy, but the Managers have shown great interest in its prosperity, and have been ably seconded by a zealous and intelligent Master; and I have therefore hopes that the School will prove a useful institution, and merit the support it receives.

17. **Unaided Anglo-Vernacular Schools.**—Owing perhaps, quite as much to the general poverty of the people in this Division, as to mere indifference on the subject, the number of self-supporting Anglo-Vernacular Schools is small, and these are at present, with one exception, confined to the District of Mymensing, where there are 5 in operation, *viz.*; the Schools at Haibotnuggur, Jamalpore, Ramgopalpore, Subundi, and Kagmari. The first three are improving, and bid fair to be both permanent and useful institutions.

18. **Haibotnuggur.**—The School at Haibotnuggur owes its existence and its present prosperity to the zealous exertions of the Zemindar, Dewan Khadanewaj Khan, who has contributed liberally towards its support. It numbers 80

pupils with an average daily attendance of 75 and has the further advantage of a well instructed Master, Baboo Mohes Chunder Chukerbutty, an ex-student of the Dacca College.

19. **Jamalpore.**—The School at Jamalpore, which was in a very low state at the beginning of the year, has revived again, chiefly owing to the exertions of Baboo Kistokishore Sein the Master, whose endeavours to promote the good of the School have been most creditable.

20. **Ramgopalpore.**—The School at Ramgopalpore is maintained almost wholly at the expense of Baboo Kashikishore Roy Chowdary, one of the most intelligent Zemindars of the District. It was opened as a Vernacular School, and was changed into an Anglo-Vernacular one during the year under report.

21. Of the other two Schools I have little more to say than that they were in existence at the close of the year, but in such a languishing state that I fear they must shortly be given up.

22. **Gowripore.**—The only other Anglo-Vernacular School of any standing in the Division is one situated at Gowripore, in Zillah Gowalpara, and maintained hitherto by that enlightened Zemindar, Baboo Pertab Chunder Buruwa. The School has an average daily attendance of about 40 boys, and these appear to be making very satisfactory progress. The Buruwa has a large Vernacular School in a flourishing condition at the same place, maintained also at his own expense.

23. **Vernacular Schools.**—Those of a superior class, maintained by Government, are—

Government Schools.

1	in	Zillah	Mymensing
9	,,	,,	Bograh.
8	,,	,,	Dinagepore.
9	,,	,,	Rungpore.

On the 1st of December last the plans proposed and sanctioned for the re-construction of the Government Vernacular Schools in Assam were carried out. Their number was greatly reduced, but those that were retained were placed on a more efficient footing. There are therefore at present—

2	in	Zillah	Gowalpara.
5	,,	,,	Kamroop.
3	,,	,,	Durrung.
3	,,	,,	Nowgong.
2	,,	,,	Sibsagor.
7	,,	,,	Lukhimpore.

As a classified list of these Schools, similar to that drawn up by Mr. Woodrow, in his Report for 1858-59, will be added, it is unnecessary here to enter into any details regarding them, especially as I have nothing of any particular interest to record.

24. **Aided Vernacular Schools.**—Of Vernacular Schools, aided by Government Grants there are—

17	in the Khasia Hills.
16	among the Kacharies in Zillah Durrung
1	Dinagepore.
1	Rungpore.
4	Mymensing.
1	Serajgunge.

In the Province of Assam, where numerous small Indigenous Schools have lately sprung up and the subsidy system introduced, there were at the close of the year—

6	in	Zillah	Gowalpara.
18		,,	Kamroop.
3		,,	Durrung.
7		,,	Nowgong.
37		,,	Sibsagor.
5		,,	Lukhimpore.

but the number is liable to constant fluctuations. Among the subsidized Schools in Zillah Sibsagor is one small female School, numbering about 20 girls in average daily attendance. This School was opened only of late through the praiseworthy exertions of the Deputy Inspector, Baboo Utsobanundo Gosain. Conscious that—

> "The woman's cause is man's: they rise or sink
> Together, dwarf'd or godlike, bond or free."

he has been at much pains and at considerable personal expense to open a Female School among the respectable classes, and to interest them in the movement. He has succeeded beyond his expectations. But the School is yet in its infancy, and doubtless there will be many difficulties to contend against and to overcome before it obtains a permanent footing. It is something, however, to have made a beginning, and I feel confident that no endeavour will be wanting on the part of Baboo Utsobanundo to persevere steadily in the good work he has commenced, and to exert himself, as much in the promotion of female education, as he has done in that of the boys in his District.

25. **Private Vernacular Schools.**—Besides the Vernacular Schools enumerated above, I am happy to be able to report that there are several private ones scattered about, and that their number is steadily increasing. These are all entirely under the control and supervision of the Department, and as the Teachers in most of them are ex-pupils of our own Schools, they are capable of imparting instruction of a superior kind to that ordinarily given in the Village Patshalas of other parts of the country. Of those that seem to be permanent, and are now in an improving condition, there are—

17	in	Zillah	Dinagepore.
10	,,	,,	Rungpore.
7	,,	,,	Bograh.
33	,,	,,	Mymensing.

26. **Normal School.**—Of the Normal School at Gowhatti I have no particular remarks to offer. The Superintendent, Baboo Gopinath Nialonkar, has continued to prosecute his duties diligently, and the School is in a satisfactory state. The pupil—teachers at the Sudder Schools of Mymensing, Dinagepore, and Bograh, have also been carefully instructed during the year under review, and appear to have made satisfactory progress.

I have the honor to be,

SIR,

Your most obedient Servant,

WILLIAM ROBINSON,
Inspector of Schools

FROM

DR. E. ROER,
Inspector of Schools, S. W. B.

To

W. S. ATKINSON, ESQ., M. A.,
Director of Public Instruction.

Dated, Howrah, the 12th March 1861.

SIR,

IN obedience to the directions contained in your letter, No. 415, dated the 18th ultimo, I have the honor to submit a brief Report on the state and progress of Education in my division, from May 1860 to the present date, together with the usual Returns, brought up to December last.

2. I subjoin a Comparative Table, showing the number and nature of the Schools in South-West Bengal, under the inspection of Government, for the last two years; and a list of the Schools, classified according to the standard which they have gained, as required by your Circular, No. 1826, dated the 26th September 1860.

Schools in South-West Bengal.

	1859-60.		1860-61.		
	Schools.	Pupils.	Schools.	Pupils.	
Government Zillah Schools, ...	8	1,135	8	1,112	
Govt. Vernacular Model Schools,	9	621	10	680	
Govt. Vernacular Schools, ...	23	1,059	22	945	
Native Female Schools, Aided, ...	0	0	1	22	
English Schools, Aided,...	2	394	4	687	
Anglo-Vernacular Schools, Aided,.	14	1,224	14	1,168	
Vernacular Schools, Aided, ...	37	1,726	43	1,973	
Indigenous Schools under improvement, ...	19	555	22	500	
Circle Schools, ...	0	0	6	99	
Total, ...	112	6,714	130	7,186	

List of Schools Classified.

	Excellent.	Good.	Fair.	Moderate.	Imperfect	Bad.	Total.	Remarks.
Government Zillah Schools,	4	1	2	0	0	1*	8	*Since recommended for abolition.
Government Model Schools,	1	3	2	0	2	2†	10	†Since abolished, and to be recommended for transfer.
Government Vernac lar Schools,	1	1	8	8	3	1	22	
Native Female Schools, Aided, ...	0	0	0	0	1	0	1	
English Schools, Aided,	0	2	1	0	1	0	4	
Anglo-Vernacular Schools, Aided, ...	0	0	3	5	4	2‡	14	‡ One abolished, and one recommended for abolition
Vernacular Schools, Aided	0	1	7	15	18	2	43	
Indigenous Schools.	0	0	1	5	22	0	28	
Total, ...	6	8	24	33	51	8	130	

3. The number of Schools has increased from 112 to 130. Nine grant-in-aid Schools have been opened, receiving grants to the amount of Rs. 180-8-0, as shown in the subjoined Table :—

District.	English.	Anglo Vernacular.	Vernacular.	Amount of Grant.
Howrah, ...	1	1	0	90
Bancoorah, ...	0	0	1	16
Midnapor, ...	0	0	2	15
Balasore, ...	0	0	2	22
Cuttack, ...	0	0	1	12½
Pooree, ...	0	0	1	25
Total, ...	1	1	7	180½

Further, two circles, each containing three *Abodhan* Schools were created in the Government Estate of Khoordah, Zillah Pooree; and two *Patsalas*, in Howrah, taken under Government inspection. I have submitted seven more applications for grants-in-aid, *viz.*, four for Anglo-Vernacular, and three for Vernacular schools, at a proposed monthly expenditure of Rs. 216½ on the part of Government. On these being sanctioned the allowance for grants-in-aid in my division will be exhausted. Abolished were, in Bancoorah, two Anglo-Vernacular, and, in Jahanabad, one Vernacular and 2 Model Schools : all of them have been, or will be, recommended for transfer to other localities. I also recommended that the grant of the Contai School be reduced from 73 to 50 Rupees.

4. While the number of pupils in all the Schools has increased by upwards of 472, there has been a small decrease in the Zillah Schools, in consequence of raising the fee

in the two lowest classes of the Howrah and Ooterparah Schools, from one to two Rupees.

5. All the Zillah Schools have gained in efficiency, as will be seen from the subjoined Table, showing the number of students in those Schools who passed the Entrance Examination for the last two years :—

Schools	1859.		1860.	
	First Division.	Second Division.	First Division.	Second Division
Howrah	..	4	.	4
Ooterparah	1	3	1	6
Midnapore		3		5
Cuttack	1	4		2
Balasore	..	..	...	1
Pooree		1		1
Bancoorah		2	1	5
Total	2	17	2	24

The result on the whole is favorable, 7 more candidates having passed in the last year. Only in Cuttack the number has decreased from 5 to 2. The cause of their apparent failure must be ascribed to the absence of the Head Master on sick leave for 5 months, and to the frequent change of the other teachers. The Balasore School has, for the first time, furnished a successful candidate, owing to the efforts of Baboo Poorno Chunder Shome, under whose management the School will soon, I hope, attain the standard of efficiency, which, with its limited Establishment, can be expected.

6. The Sumbulpore School is the only one which is in an unsatisfactory state, the chief cause of which is the indifference of the inhabitants to education. From its establishment the School never made an adequate progress; I was therefore compelled, in 1857, to propose its reduction from a Zillah to an Anglo-Vernacular School, and I had since occasion to report on its present condition, when I recommended that it should be broken up, and, instead of it, three good Vernacular Schools be established, in order to meet the present demands for education in Sumbulpore.

7. I have not yet received the Reports on the annual examinations of the schools, except from Howrah and Ooterparah. From the Reports of the Examiners, it appears, that the progress made by those schools, is, on the whole, good, and that they are in a satisfactory working order.

8. In the Howrah and Midnapore Schools, Assistant Pundits have been appointed, by which their Instructive Staff, as that of a first-grade Zillah School, has been completed.

The Establishment of each of the Cuttack, Pooree and Balasore Schools was increased by an additional teacher; while, at Balasore, the post of a Surveying Master was discontinued, as it had not answered the expectation of the Committee to give the boys, by a practical knowledge of Surveying, a ready means of livelihood; and as it was found that the other studies were rather neglected, and the sum expended for that office could therefore more advantageously be applied.

9. The salary of some of the teachers of the lower classes being equal, the Committees of the Midnapore and Bancoorah Schools thought it expedient to graduate those salaries in the order of the teacherships which the masters hold. This arrangement will naturally enhance the interest and zeal of the Masters in the discharge of their duties, as, now, promotion to

a higher class is also connected with a pecuniary advantage The same measure I introduced into the Howrah and Ooterparah Schools.

10. I submitted a Report, stating that the Midnapore, Howrah, Ooterparah and Bancoorah Schools had been raised to the standard of first-grade Zillah Schools; and, in consideration of the increased work, and responsibility of the Head Masters and the teachers of the Senior Departments, I recommended that the Schools be formally raised to first-grade Zillah Schools, and the salaries of those teachers, in accordance with the proposal of the Committee for the improvement of Schools, be raised from 150 to 200 Rupees, the increased expenditure to be defrayed out of the surplus fees of each School. This measure, however, was rejected, on the ground of the present financial pressure.

11. The management of the Schools has been well conducted by the Local Committees, and I have only to regret that the Schools are not more frequently visited by the members.

12 The Howrah and Ooterparah Schools are placed under the sole control of the Inspector, and as, during his absence from the Station, the want of a local body for the management of the School has, on several instances, occasioned considerable inconvenience, I proposed that the former Local Committee for the superintendence of those Schools should be re-appointed

13 **Aided English School.**—I am glad to say that, of the four Aided English Schools in my Division, those at Jonai and Konnagar have attained the standard of Zillah Schools. Last year, only one student of each of those institutions was successful at the Entrance Examination, while this year four students of each have passed it. The result of the Examination, as regards the Konnagar School, is the

with.

more satisfactory as the pay of the teachers is rather low, the salary of the Head Master being not higher than Rupees 70 per mensem. The efficiency of the Konnagar School must be ascribed partly to the zeal and good management of Baboo Shib Chunder Deb, Deputy Collector of the 24-Pergunnahs, Secretary to the School, who takes great pains for its improvement. The Andool School has been but lately established, but it is promising: on my visit to it I was pleased to observe that as to instruction and discipline, it was in a healthy condition; and from the interest which the Manager, Baboo Joggendro Nauth Mullik, takes in its affairs, I am led to believe that it will be soon in a flourishing state.

14. **Anglo Vernacular Schools.**—I need not dilate on the condition of the Anglo-Vernacular Schools in my Division, as it is indicated in the above classified Table. One of the students of the Juggutbulubpoor School passed the Entrance Examination, which is very creditable to that institution, as the standard of Anglo-Vernacular Schools is, in general, that of the second class of a Zillah Shool. The Schools in the district of Howrah, with the exception of that at Koomarmorah, are all progressive. The same is the case with the three Schools in Jahanabad, but I am not satisfied with the four Anglo-Vernacular Schools in Bancoorah. None of them has made a progress in proportion to the time of its existence, owing, in my opinion, to the want of interest, or to the too frequent interference with the internal affairs of the Schools on the part of the Managers. The best of those Schools is at Bissenpore; on my last visit to the school I called a Meeting of the Managers and principal inhabitants of the place; and, I hope, the measures which I concerted with them for its improvement will render it an efficient School. The Schools at Tumlook and Contai in Midnapore have remained nearly stationary. The latter was on the eve of being abolished, as most

of the Amlah in the Salt Department, the chief supporters of the School, were removed from their posts; but the School is now in the course of re-construction, and I have reason to think that it will be maintained, which is very desirable, as it is the only School of this kind in Hidgeli.

15. The Bhudruk School in Balasore is going on pretty satisfactorily. This is the only School of this kind in Orissa, but I am glad to say that they get gradually appreciated by the Ooryahs, for I have just now submitted two applications for Anglo-Vernacular Schools in Cuttack, and more would be received if funds were available.

16. **Vernacular Education**.—Vernacular Education, as far as it goes, has been everywhere successful. The demand for it is spreading, especially in the districts near the Metropolis. The course of study in my Vernacular Schools comprehends, at present, besides Bengali, Arithmetic, Geography, and History of India, the Elements of Sanscrit and Geometry. The instruction in Bengali is sound, and exceeds, in the moiety of Schools, the standard of grammatical knowledge imparted in any European School of the same kind.

17. The state of the Vernacular Schools in Howrah and Midnapore is very satisfactory; the Model School at Sheakhalah, in Howrah, and all the Model Schools in Midnapore, have either attained the standard of efficiency fixed for them, or are in a fair way of gaining it. The Schools in Jehanabad are rather backward and require strict superintendence, as the district has been for four months without a Deputy Inspector. The number of Vernacular Schools in Orissa is small, but this arises, not from a dislike of the people to education, which existed at the commencement of our operations, but from want of funds. There is now a demand for Schools even in places where there is a strong religious bias against innovations of any kind.

As an instance of this I may mention the School at Bhoobanessur. On its opening there was a clamour against it, and the attendance fell so low that I proposed the abolition of the School. This produced an immediate change in the disposition of the people; at their instant request it was re-established, and from the latest Returns I observe that it is the best attended of the Khoordah Schools. Another example is presented by the Pooree School, which appears to have become popular with the higher classes of the inhabitants. It contains an Ooryah, a Bengali, and a Sanscrit Department; and is well attended by the students. It is to be regretted that no new educational operations can be carried out, for Orissa is at a great disadvantage, compared with other districts. For the whole of Orissa, with an area of 52,995 square miles, and a population of 4,534,813 souls, less is expended than for the small district of Howrah, with an area of 800 square miles, and a population of 7,50,000 souls; the expenditure in the former for grants-in-aid, and Government Vernacular Schools, inclusive of the School in the estates of Khoordah and Ungool, being Rupees 552, and in the latter Rupees 657 a month. Insufficient however as the allowance is, a foundation for Education has at least been laid, which may become as prosperous as in other parts of Bengal, if funds be soon provided for its extension; otherwise the Schools are as yet too few and too scattered to keep up the spirit for improvement, which has of late commenced to spring up.

18. The work done by the Deputy Inspectors is as follows:—

	Number of Schools Visited.	Miles travelled.	Remarks.
Deputy Inspector of Howrah ...	97	1,203	
Ditto ditto of Bancoorah ...	48	1,882	
Ditto ditto of Jahanabad ...	71	585	
Ditto ditto of Midnapore ..	62	795	
Ditto ditto of Cuttack and Balasore ..	68	754	
Ditto ditto of Pooree and Ungool ...	83	1,684	
Total, .	429	6,903	

19. During the period under review three of my Deputy Inspectors, Mr. Lacey, Deputy Inspector of Cuttack, Baboo Huro Kali Mookerjee, Deputy Inspector of Pooree, and Baboo Harishunkara Dutt, Deputy Inspector of Jahanabad, gave in their resignation, the two latter on their having been appointed Deputy Collectors of Income Tax. Baboo Shib Chunder Shome, Second Master of the Cuttack School, and Baboo Bani Madhub Bose, Second Master of the Midnapore School, were respectively appointed to the districts of Cuttack and Pooree. Mr. Johannes, Deputy Inspector of Bancoorah, was transferred to Jehanabad; and Baboo Madhub Chunder Turkosidhanto, from Jessore, where the climate did not agree with him, to Bancoorah. I think it but right to mention the ability and the more than ordinary exertions with which Baboos Huro Kali Mookerjee, Uma Churn Holdar, and Broma Mohun Mullik performed their

duties. I am very sorry that Baboo Huro Kali Mookerjee has left the Department, as I expected much from his zeal in the cause of Education.

20. Impaired health and my speedy departure have prevented me from entering into observations, on the general state and prospects of Education; but I cannot help expressing, in conclusion, my satisfaction at being able to state that our Schools are more and more appreciated by the people. The distrust to our operations which I observed in Orissa when I entered my office, has almost entirely disappeared; and it is the grant-in-aid system which has produced this change. I have not the least doubt that Education will gradually, but firmly spread, if the system of grants be continued. It has been lately proposed that all the Vernacular grant-in-aid Schools should be reduced to the standard of Rupees 12 per mensem. If such a measure be carried out, I am sure it would be the ruin of popular education; as it will create a suspicion in the minds of the natives as to the sincerity of the motives of Government. No doubt this plan may be safely introduced for new Schools, but I would strongly urge that no reduction be made in the grants of those Schools which are now in existence.

I have the honor to be,
SIR,
Your most obedient Servant,
(Signed) E. ROER,
Inspector of Schools.

FROM

J. SANDERS, ESQ.,

Offg. Inspector of Schools, N. W. Division,

To

THE DIRECTOR OF PUBLIC INSTRUCTION.

Dated Patna, 18th April 1862.

SIR,

I HAVE the honor to forward you the Report prepared by my predecessor, which notices both the English and Vernacular Schools, and other matters connected with the Division

As you are aware of the causes of its late transmission, I need not enter upon them here.

I have the honor to be,
SIR,
Your most obedient Servant,
J. SANDERS,
Offg. Inspector of Schools, N. W. Division.

---

1. **Patna School.**—This School has been gradually on the increase, from 87 boys, with an attendance of 67 at the commencement, to 115, with an attendance of 95 at the close of the session. The proportion of Mussulman students has also slightly increased, and the classes, particularly the upper ones, have become more regular, and their studies more systematically arranged. The first Class, as a body, will not be fit for the Entrance Examination until December 1862. The

boys here enter at a somewhat more advanced age than at other Zillah Schools, owing to the fact, that the parents insist on some progress being made in Persian, before they will allow them to commence English. A defective method of translation into the Vernacular, and inability to express themselves in English, are marked features in the lowest classes of the School, and those faults can be only slowly eradicated. The Head Master, Mr. Thomson, is persevering and diligent, though he is not equal to some other Head Masters in ability.

2. **Gya School.**—The Gya School has increased from 120 to 134, and the attendance from 96 to 112. The School remains in the former house, which affords it but scanty accommodation. There does not appear to be any hope of the large amount originally intended to be devoted from the Library subscription to the erection of a new School-house being so applied, as the Library Committee have already expended a great part of it. The subscriptions on the part of one of the Rajas of Tikaree, and on that of the Rajah of Deo, are respectively 500 and 100 Rupees annually, and have been regularly paid; that of the other Tikaree Rajah will also be realized. Mr. Behrendt, who was promoted from this School to a higher post in the Berhampore College, had on account of his health to throw that up, and apply to be re-transferred hither; and the School, which has already improved by his return, appears to be in favor with the Natives, and promises to take high rank among the institutions of this kind.

3. **Chuprah School.**—Under Mr. Hanvey, who has always been a favorite with the Natives, this School has risen from 140 to 206 boys, with an attendance of 174 at the close of the session. Education is steadily progressing in this District, not only in English, but also in the Vernacular. The

School has always sent up candidates to the Entrance Examination, and the number will be maintained or increased at the next. The Maharajahs of Bettiah and Huttooah, with the other respectable Natives of the District, have raised a subscription of nearly 2,000 Rupees a year, chiefly for the extension of the Vernacular Department, and have placed it under the control of the Local Committee. The flourishing state of the School is chiefly due to Mr. Hanvey's assiduity, and during his long tenure of office he has always proved himself the most successful, as the most worthy, of the Zillah School Masters in this Division. His health is so delicate as not to allow of his transfer to Bengal, or even removal to another District of Behar, otherwise I would long ago have recommended him for the promotion which he deserves.

4. **Mozufferpore School.**—During the greater part of the Session, this School was under the charge of Baboo Khettro Mohen Mookerjee; formerly, and now again, Head Master of the Purneah School; and on his re-transfer, came into the hands of Mr. Dunsmure from Gya. Partly owing to these changes, and partly to the facility with which the half-educated students of the first Class obtain employment as copyists and accountants in Indigo Factories and elsewhere, this School has but slightly increased in numbers, and the studies of the first Class are not much in advance of what they were last year. There were 84 at the commencement, and 89 with an attendance of 77 at the end of the Session. In the general improvement and extension of English education which is manifesting itself in Behar, this School will share, though there is no present hope of its equalling its next neighbour of Sarun. A reference to that part of the Report, which comments on the Vernacular Schools, will show that the inhabitants of Tirhoot are desirous of *some*

education; and this circumstance, two or three years hence, will no doubt re-act favorably upon the English School.

5. **Arrah School.**—No increase has taken place in the numbers of this School, which remain about the same as last year. The upper Classes have advanced, particularly in their Mathematics, in which respect they have gone even slightly beyond the Entrance Course; but their unequal attainments in English will prevent all, except one or two, from appearing at the Entrance Examination. Mr. Cameron, the Head Master, has not ingratiated himself with the Native community, a matter of primary importance in this Division, and is somewhat too strict in his discipline.

6. **Monghyr School.**—During the Session this School was removed into the new and commodious house built by the Committee from the designs of Mr. Vincent, formerly a Railway Engineer, who has gratuitously superintended its construction. The two senior boys of last year, Thakoor Pershad and Seetul Pershad having obtained employment and quitted the School, the first Class is only of the same standing as last year, and will not go up to the Entrance Examination. Want of room, which has hitherto kept down the numbers of the School, is now no longer an obstacle to its increase, but no accessions of number have yet resulted. But the town will shortly rise into importance as being one of the principal stations on the Railway. The majority of pupils in English Schools being drawn from the Amlah and those engaged in the Public Offices, this place, where neither a Judge nor a Commissioner resides, furnishes less material of this kind.

7. **Bhagulpore School.**—Not only have the numbers increased here from 190 to 224, with an attendance of 185, but this increase has taken place, notwithstanding that the Schooling fees have been raised to an equality with

the rates in Bengal, shewing that the necessity of an English education and the advantages attendant on it, have been appreciated by the inhabitants. The great success of this School is in strong contrast with the state of the Vernacular Schools, which are very few, and only two of which are really successful. Gooroochurn Mittre, for many years the Head Master, after long and faithful service retires on his well-merited pension. The new School-house, long in contemplation, and for which several plans have been drawn up and rejected, remains in abeyance. As both the Superintending and an Executive Engineer are now resident in the Station, it is to be hoped the Committee may shortly obtain a plan, which, while not exceeding the amount of funds available, may afford sufficient accommodation for the School classes and Public Library.

8. **Purneah School.**—Though there has been an increase in the number of Students, the average attendance only amounts to 52, in consequence of having been reduced to a very low state during the sickly months of the year. The history of the School is but a repetition of former Reports, and little improvement can be expected, so long as the School is decimated during half the year by fever and ague, which here prostrate alike Native and European. Baboo Khettarnath Mookerjee, the Head Master, who has been re-transferred from Mozufferpore, is a zealous and hard-working man; but in attainments is not equal to several of his countrymen holding similar positions in Bengal.

9. **Vernacular Schools.**—In five Zillahs there has been a marked improvement in these Schools, not only in the numbers enrolled, and in attendance, but also in the length of time the pupils remain under tuition, and consequently in the progress made. The recent date of establishment of the Tirhoot ones prevents their being compared with those in

Sarun and Behar; but they are the most numerously attended, and are fast coming up to the latter in other respects. Generally there is a greater readiness to purchase the necessary class books, and those on Arithmetic, Geography, and Grammar have met with largely extended sales. Not only was the number of candidates for Vernacular Scholarships much larger, but the answers to the questions proposed were decidedly better than in former years. In all nearly one hundred competed, and although none came up from Bhagulpore, Arrah, or Purneah, yet I confidently anticipate candidates from them on the next occasion. Indeed, both from Arrah and Bhagulpore, lists of candidates were furnished, but the boys did not appear, owing, it was alleged, to the heat of the season, and the distance from the Sudder Station. By a careful comparison of all the papers copying was detected in those sent in from Chuprah, and in a slight degree also in those from Gya. This involved much trouble, but the detection and the exclusion of the offenders from competition, will no doubt prevent the recurrence of any attempt at unfair practices for the future. The test books selected for this examination will increase in difficulty, so that in two years it will not, in science, be so far behind that for Entrance into the University.

10. Yet it must not be supposed that the bulk of these Schools are what they ought to be. The poverty, and more particularly the ignorance of the parents, lead them to keep their boys at home on market days, and at the time of gathering the harvests, which lessens the average attendance in the register, and to withdraw them altogether very early, in order that they may work for their livelihood, just as in the factory towns of England. This will ever remain an evil, but if not altogether removeable, it may be, and is being, lessened in degree.

11. You will not fail to notice the comparatively large number of Schools abolished during the year. It is quite time now that we should at once transfer a School, from a place where the inhabitants cannot, or will not, appreciate it, and permit it to fall into decay, to a village where it will prosper.

12. I proceed to classify the Schools, in each District, under the heads of High, Middle and Low. Some of those inserted in the first class will be found, on reference to the table of attendance, to have comparatively few boys; others again to have been removed to the last, whilst numerically much larger; for in placing them I have had regard not only to numbers, but also to the standard attained in the highest class, and the disposition of the inhabitants towards education.

13. **Sarun.**	HIGH.	MIDDLE.	LOW.
	Mobarakpore.	Sahowli.	Pursah
	Sewan.	Hassenpurah.	Digwarah.
	Maharajgunge.	Nayagaon.	
	Manjhi.	Satjorah.	
	Sotibar.		
	Moteeharee.	Bugoura.	Renelgunge.
	Huttooa.	Paighumberpore.	Moharajgunge
			Pipra.
		Kassereah Bazar.	Sungrampore.
		Mirgunge.	Baragaon.
			Bhorey Bazar.
			Mushruk.
			Nurhun.

Those below the line are Schools whose charges are paid by Zemindars, yet, as they are entirely under the conduct of my Deputy and his subordinates, I have included them in the same Table with the Government Chatsals, with which

they are identical, except in so far as above alluded to, and that they are free Schools.

14. The School at Mobarakpore, though not very numerously attended, has year by year produced successful candidates at the Scholarship Examinations. The three next in the same class have more pupils, though not in other respects superior to the first, and the last is a new School which bids fair to rival the best of the older ones, as the inhabitants themselves take an interest in it. I mentioned in my last Report the abolition of the School at Ushri, which the local Zemindars seemed to regard as their vested right, although they would neither contribute a house for its accommodation, nor invite the children of the inhabitants generally. They would not come into my demands for re-establishing it, and I replaced it by that at Shahpore Sotihar above named, which is a decided improvement. The others need no special comment.

15. The Maharajahs of Bettiah and Huttooa severally support six and three Vernacular Schools as of old. There is a chronic evil of irregularity in the payment of salaries, which is universal in this country, and re-acts unfavourably on the Schools, as the better teachers will not offer for employment in which the remuneration is so precarious. I have, from time to time, to make repeated applications, both direct and through my Deputy, before I can realize the outstanding balances. Pundit Amarnath, my Deputy, has been working very well during the year, and deserves credit for the state of his District, which is an extensive one, embracing 6,400 square miles.

16.	**Behar.**	HIGH.	MIDDLE.	LOW.
		Jahanabad.	Hussooa.	Daoodnuggur.
		Kouch.	Akberpore.	Goorooa.
		Deo.	Nawadeh.	
		Nubeenuggur.	Rajowoli.	
			Kanachatti.	

All in the first section, and two in the second, have produced Vernacular Scholarship holders. In this Zillah, Devanagri is more commonly learnt than elsewhere, and the people are well affected towards education, although they do not value it much. The Schools at Bunyadgunge and Belah have been abolished during the session, for want of support; but for the re-establishment of the former a petition emanating from several of the inhabitants has been received, and certain conditions named by me, under which it will be re-opened, to which no answer has yet been returned. The new Schools at Kanachatti and Akberpore, particularly the latter, promise well. Baboo Ramroop Lall, the Deputy Inspector, is acquainted with English, hard-working, and intelligent, but he has only moderately good subordinates to assist him. His District extends over 5,700 square miles and is more than 170 miles long.

17.	**Shahabad.**	HIGH.	MIDDLE.	LOW.
		Ikhtiarpore.	Koath khas.	Ranisagar.
			Behrampore.	Nowantnagar.
			Jugdispore.	Ekhlaspore.

No School in this District has been permanently prosperous; that at Ikhtiarpore is barely worthy being included in the first class. Schools at Buxar and Chousa were done away with when in a depressed condition, in order to leave the field open to the Missionaries at Buxar; and that at Nokha, because of its hopeless decay. The new one at Jugdispore is likely to be very prosperous and useful, and during the present session will probably pass into the hands of Mr. Burrows, the lessee of the Jugdispore estates, who, as resident in the neighbourhood, will be better able to foster its growth than my Deputy, whose time must be equally shared amongst all.

18. The combined Sanscrit, Arabic and Nagri School at Doomraon maintained by the Rajah, is in much the same

condition as last year, and the other three Zemindary Schools are poor compared with even the middling Government ones, Lala Probho Dyal, my Deputy Inspector, I consider the least efficient of the Officers of that grade, and he should be at least transferred to make room for a better man. The Sub-Deputy under him had to be removed for inefficiency at the close of the session, as successive examinations proved him to be receding rather than advancing in general knowledge. The area of this District is 4,400 square miles, but the Southern portion is hilly, covered with jungle, and thinly populated.

		HIGH.	MIDDLE.	LOW.
19.	**Tirhoot.**	Bukbrah.	Hagipore.	Mohna.
		Lalgunge.	Roshrah.	Tajpore.
		Koelee.		Kadrabad.
				Sitamarhi.
				Durbangha.

The School at Lalgunge has over two hundred boys, and is numerically the largest Vernacular one in the Division. Its existence has already caused the inhabitants to ask for an English one also, but the place is hardly ripe for it yet, and that at the Sudder Station, distant 30 miles, is open to those for whom English is a necessity. The pupils at Koelee are the most advanced, and two competed successfully for Vernacular Scholarships. The other Schools are all well attended, and advancing under the Deputy Moulvi Liaqut Hossein, of whom I have ever had to speak in terms of praise. In addition to being painstaking and not without ability, he has by his manner gained the esteem of the natives—a circumstance particularly desirable anywhere, but especially in a new District where the classes claiming to be learned are a by-word, and the laughing stock of their caste fellows elsewhere. The extent of the District being 6,100 square miles, it affords ample occupation to the three Officers in it.

20. The Zemindary School at Durbangha is in a wretched state, both as to attendance and progress; but little or nothing can be done for it now. When the estate of the Durbangha Rajah is free from debt, the Manager, Mr. Forlong, will establish a number of Schools. This will take place about two years hence.

		HIGH.	MIDDLE.	LOW.
21.	**Patna.**	Barh	Lei.	Phulwari.
		Munair.	Nowbatpore.	Dinapore.
			Soh Serai.	Tellareh.

I wish I could assure myself of any permanent and real progress in this Zillah. The estate of the Barh Chatsal is satisfactory, as is also that of those at Munair and Lei; but the failure of others, at populous localities, such as Dinapore and Phulwari, warns me not to be sanguine in my estimate of the future of this District. The School at Pali was abolished after standing for five years, and has added one more to the long list of failures of Schools founded at "Invalid" Stations. The new School at Soh Serai has hitherto proved successful, not so that at the larger and more important place Tellareh, to which however a longer trial must be accorded. I have no reason to be dissatisfied with Baboo Sohun Lall, my Deputy Inspector, but his subordinates and teachers are very inferior. There are 1,830 square miles in this most unpromising District.

		HIGH.	MIDDLE.	LOW
22.	**Monghyr.**	Tegra	Sheikpoorah.	Secundra.
		Dulhutta Bazaar.	Bishunpore.	Jellalabad.
		Khuruckpore.	Gogri.	Jummooe.
		Tarapore.	Khagaryah.	Bungaon.
				Sheikpoora.

This district is better than Arrah, Patna, Bhagulpore and Purneah, but is inferior to Behar and Sarun, and on a par with Tirhoot. To the North of the river Ganges it is a mass of jheels and small streams, and the Southern part is very rocky, so that the Schools are chiefly confined to a breadth of about twenty miles North and South of the river; and as the Southern bank, from the end of the district adjoining Patna, for a long distance, is occupied by invalid sepoy Colonies, no School now exists in that portion—Burhea the last having been shut up at the end of December. The villages being large, and many Kaysths resident in the district, I do not consider the Schools to be as well attended to, or so far advanced, as they ought to be. Indeed they are, with two exceptions, inferior to what they were four years back. That at Sheikpoorah was once so prosperous that I proposed making it over entirely to the inhabitants; and, when that was found to be impracticable, by the aid of the then Collector, a sum was raised amounting to 200 Rupees a year, to allow a salary of 15 Rupees monthly to a special Teacher for a class in which the children of the higher families were to be taught, and the Government Chatsal was still kept for the public generally. But although the wishes of this class were in every way gratified, and a Committee of Management appointed from among themselves, it has never equalled expectations, and the boys learning in it are as little advanced in their studies as those in the original School. None were able to compete for Vernacular Scholarships, whilst Tegra and Dulhutta Bazar produced 16 candidates.

23. Of the Zemindary Schools those at Tarapore and Jellalabad are paid for by the Rajah of Purneah, and the former is thriving, the latter unprosperous. Rajah Joymungul Sing's School at Jummooee, must be included amongst the bad ones. and that supported by Mr. Dear at Bungaon

has not yet succeeded, as neither has the Government School at Secundra Bahadoorgunj. Baboo Benarsi Prosad, the Deputy Inspector of the Zillah, has met with much opposition, instigated by discharged officers formerly in this Zillah, and has had to institute a case for defamation against one who accused him of taking bribes. If conviction follows, much underhand and concealed plotting will be put an end to. There are 3,600 square miles in this Zillah.

24.	**Bhagulpore.**	HIGH.	MIDDLE.	LOW.
		Permeshenpore.		Pointee.
		Colgong.		Kishengunge.
				Gamaryahat.
				Daryapore.

Two Schools in this Zillah, Burwari and Gobindpore Mundrowli, came to an end during the year, and the last three in the above classification are not in a healthy condition. Peer Pointee may again rise under proper management to the highest class, but at present it is declining. The population in the interior of this District is not composed of classes likely to take much trouble in educating their children. To the north of the river are extensive pasture lands and few villages, inhabited chiefly by Gwalas or Herdsmen; and the Southern portion, besides the Damun-i-koh which has not been touched, has not been sufficiently worked hitherto. A new School has been founded at Bowsee, and perhaps two or three other spots may be found where sufficient Kaysths, shopkeepers, and others may be congregated together to afford material for Schools.

25.	**Purneah.**	HIGH.	MIDDLE.	LOW.
			Kosbeah.	Gahooma.
			Arraryah.	Ikhtyarpore.
			Saifgunge.	Ruzzigunge.

It has been already stated that no candidates came up for the Scholarship Examination from the Schools of this District. I have therefore placed no Schools in the first division as of high standing, though Kosbah, Arraryah, and Saifgunge, are of very fair standing, and far superior to any thing hitherto existing in the Zillah. The rest are poor specimens of Government Ghatsals, and I cannot anticipate any improvement, because teachers even of the lowest class are not to be found in this District, and, owing to its evil reputation, those in other parts of the Division decline to be transferred on any terms. There are only two subordinate officers in this District, and both of them have suffered from fever and ague, whilst the paucity of Schools, and the little desire for learning, do not warrant an increase to the establishment. There are no Zemindary Schools, and no Gooroos have presented their boys for examination and reward.

Subjoined is a Table of the number of Schools visited, and distances travelled by the subordinates in each Zillah. In most cases the distances may appear small; but it must be borne in mind that a cursory visit to a School, or anything less than a stay of a whole day, is productive of no good. It would have been easy for the officers to have swelled the Returns both of Schools visited and distances travelled, had any pressure been put upon them; but, with the exception of a few instances, I have not found it necessary to object to their lengthened stay at any Government or even private School. Speaking generally, I have reason to be satisfied with them as a body, although there are eminent instances of want of ability and diligence, just as there are of the reverse. Their standing and character are much higher than was the case some years ago.

26. If education in English beyond the influence of the Courts, is chiefly dependent upon the extension of, and

progress in, Vernacular education, as I fully believe it to be, I have no reason to be dissatisfied with the advance in Vernacular education, considered in its bearing upon the former. I would not be understood to mean that there has yet been a combined movement on the part of the population, either to set up Schools for themselves, or even to solicit the establishment of them by Government, which would be true only of Sarun and possibly Behar; yet where Schools exist, there has been a much greater appreciation of their utility.

Return of the the Number of Schools visited, and distances travelled, by Deputy and Sub-Deputy Inspectors, in the North-West Districts, during the Year ending 30th April 1861.

	Name of Zillah.	Distance travelled in miles.	Elementary Schools.		Total by each Officer.		
			Govt.	Private.			
Deputy Inspector	Patna ...	930	46	40	86		
1 Sub-Deputy Inspector		1052	33	53	86	172	
Deputy Inspector	Gya ...	822	42	38	80		
2 Sub-Deputy Inspectors		1272	53	78	131	211	
Deputy Inspector	Sarun ...	1082	34	34	68		
2 Sub-Deputy Inspectors		2456	69	243	312	380	
Deputy Inspector	Arrah ...	1290	57	7	64		
1 Sub-Deputy Inspector		952	41	21	62	126	
Deputy Inspector	Monghyr ..	938	41	24	65		
2 Sub-Deputy Inspectors		2166	64	145	209	274	
Deputy Inspector	Bhagulpore ...	954	23	38	61		
1 Sub-Deputy Inspector		534	19	26	45	106	
Deputy Inspector	Purneah ...	904	25	7	32		
1 Sub-Deputy Inspector		992	17	34	51	83	
Deputy Inspector	Tirhoot ...	778	36	29	65		
2 Sub-Deputy Inspectors		1284	59	16	75	140	

A. L. HARRISON.
Late Inspector.

COLLEGE REPORTS.

PRESIDENCY COLLEGE.

FROM THE REPORT OF THE PRINCIPAL, MR. J. SUTCLIFFE, M. A.

THE Session commenced on the 9th January 1860, and terminated on the 9th December of the same year. In accordance, however, with the practice of former years, the statistics of the College are carried up to 30th April 1861.

2. The vacancy caused by Mr. Grapel's resignation of the Professorship of English Literature, was filled up by the appointment of Major D. L. Richardson, who discharged the duties of that office from 14th April to the end of the Session. Dr. Halleur returned from the sick leave granted him in the previous Session, and took charge of his duties in the month of February.

3. On the 30th April 1860, the number of students on the Rolls was 261; at the same date in 1861 the number was 280. The number of out-students in 1860 was 9, against 19 in 1861. A classification of the students according to fee payments gives the following result:—

	Pay.	Scholarship-holders.	Privileged Out-Students Pay.	Out-Students Pay.	Free.	Total.
General Department, ...	93	97	0	16	3	970 1
Law Department, ...	15	1	51	3	1	
Total,... ...	108	98	51	19	4	280

The following Tabular Statement shows the comparative number of students on the Rolls of the College on the 30th April during the last 4 years:—

Staement showing the number of Students during the last 4 Years, (as on the 30th April.)

	Number of Students.																	
	1858.				1859.				1860.				1861.					
	Regular Students.	Privileged Out-students.	Out-students.	Total.	Regular Students.	Privileged Out-students.	Out-students.	Total.	Regular Students.	Privileged Out-students.	Out-students	Total.	Regular Students.	Privileged Out-students.	Out-students.	Total.		
GENERAL DEPARTMENT.																		
First Year, ...	94	...	...	94	59	...	3	62	63	...	3	66	76	..	8	84		
Second Ditto, ...	41	...	...	41	28	...	3	31	52	..	3	55	43	..	...	43		
Third Ditto,...	26	...	...	26	35	...	...	35	27	...	2	29	51	...	6	57		
Fourth Ditto, ...	4	...	...	4	18	...	..	18	23	...	..	23	23	..	2	25		
Total, ...	165	...	...	165	140	..	6	146	165	...	8	173	193	...	16	209		
LAW DEPARTMENT.																		
First Year, ...	9	14	9	32	6	16	3	25	10	18	...	28	3	38	2	43		
Second Ditto, ...	20	...	...	20	12	4	...	16	26	19	1	46	9	4	...	13		
Third Ditto,...	9	10	...	19	14	1	..	15	6	8	..	14	5	9	1	15		
Total, ...	38	24	9	71	32	21	3	56	42	45	1	88	17	51	3	71		
Grand Total, ...	203	24	9	236	172	21	9	202	207	45	9	261	210	51	19	280		

4. From the preceding Statement it appears that the present third year class is nearly twice as large as the corresponding class of last year. This is partly owing to the transfer of a larger number of Senior Scholars from the Mofussil Colleges than in previous years, but the greater portion of the class consists of students promoted from the second year class of this College. It seems highly probable that all the classes at the commencement of next Session will contain as many students as the present staff of the College can properly manage. Indeed the first and third year classes have already reached a limit beyond which it is impossible to go without forming sub-divisions. The practice of requiring all Senior Scholars of the Mofussil Colleges to proceed to the Presidency should, I think, be permanently sanctioned. The staff of those Institutions is fully occupied by the first and second year classes, and, without an increase, is inadequate to the teaching of third or fourth year classes. In the case of a College so distant from Calcutta as that at Dacca, a compulsory transfer of this kind might sometimes be productive of inconvenience, but considering the small number of students likely to enter upon the course of study prescribed for the higher classes, it is questionable whether an exception to the rule should be made in favor of that College. A restriction upon the number of Junior Scholars that are permitted to come to the Presidency from the Mofussil is, I think, a desirable measure. The pupils of Schools in and around Calcutta naturally look to the Presidency College as the Institution in which they may enter upon a College career, and hitherto they have not been disappointed; but the gradually increasing number of candidates for passing the University Entrance Examination, makes it highly probable that even in January 1862, the applicants for admission to the first year class will be greater than can be entertained without forming a sub-division. I have already stated that such a proceeding would require an addition to the College staff.

5. The fees collected during the year ending 30th April amount to 16,084-3-3, against 17,472 last year.

6. The examination of the first and third year classes for retention of Scholarships was conducted, as usual, by the Professors of the College; and there were no forfeitures in the third year. The result of the examination of the first year class was not so favorable in Mathematics as in former years, and there were two forfeitures in that class.

7. A Committee, appointed by the Director of Public Instruction, examined the second year class for Senior Scholarships, simultaneously with the corresponding classes of the Mofussil Colleges, and the students of this College occupy a prominent position in the result. In former years a selection only from the class was allowed to appear before the Examiners, but on this occasion the entire class, consisting of 46 students, went up. The following students gained marks which entitled them to Scholarships, but as there were only eight vacancies for students from the Presidency College, the last two on the list received Free Tuition Tickets.

1 Omretolall Paul.
2 Troylackhonath Mitter.
3 Debenderlall Bose.
4 Omernath Bose, (2nd).
5 Nobinkissen Mookerjea.
6 Obenash Chunder Ghose.
7 Poorno Chunder Mitter.
8 Gresh Chunder Chowdry.
9 Kessublall Bose.
10 Mudhusudon Roy.

8. The fourth or final class went up to the University Examination for the degree of B. A., and the following were passed:—

1st Division.

1 Ahmed Ali.
2 Prosunno Coomar Bose.
3 Opendernath Mitter.
4 Nobin Chunder Dey.
5 Omritolall Chatterjee.

2ND DIVISION.

1 Beresser Mitter.
2 Boycuntnath Paul.
3 Gopeenath Banerjee.
4 Gunga Persad Mookerjee.
5 Jodoonath Mookerjee.
6 Omesh Chunder Sircar.
7 Romanath Nundy.

9. One of the graduates of last year presented himself for the Degree of M. A., and selected Mathematics as the subject of examination. He failed to attain the standard required by the Regulations, but is preparing himself for another effort in March. The first examination for the Degree of B. A. was held in 1858, and up to this time thirty-four Native students have graduated in Arts. Of these thirty-two have been educated at Government Colleges, and two only at Institutions unconnected with the State. The Presidency College has sent in twenty-nine of the successful candidates, and all those that have been placed in the first Division (fourteen in number) are graduates of this College. I mention these facts in order that the erroneous impression which seems to prevail in many quarters in England, regarding the comparative state of Native education in government and Non-Government Institutions, may be corrected. Educational Institutions of every denomination have now an opportunity of testing the merits of their pupils by a common standard, and the statement so constantly put forth, that the secular education given in Schools and Colleges unconnected with the State is on a par with that given in Government Institutions, is not corroborated on appeal to the records of the University Examinations in this Presidency.

10. The examination of first and second year Law students at the end of the Session, to test fitness for promotion, has been discontinued. The reason for this is, that the University requires only a certificate of attendance on lectures in a School of Law for to 16,0[illegible]bed period of years. The certificate has no reference to

the qualifications of a candidate, and, as all who have attended lectures for the full period can claim a certificate, it was deemed more satisfactory by the College authorities to consider attendance on 75 per cent. of the lectures delivered in a Session, as qualifying to proceed to the next year's course. Examinations are held, from time to time, during the Session bythe Professor of Law and Jurisprudence, but these examinations form merely a part of the system of instruction, and are attended by no penal consequences, except in the case of Scholarship-holders, whose pay is withheld if the Professor should consider that due progress in the subjects of lecture has not been evinced at the examination.

11. The final students went up to the University Examinations for the Degrees of B. L. and L. L., and the following were passed:—

B. L.

1 Tara Prosunno Mookerjee.
2 Soorjeenarain Sing.
3 Callyca Dass Dutt.
4 Romesh Chunder Mitter.
5 Tarucknath Dutt.
6 Nobin Chunder Gangooly.
7 Jodunath Chatterjee.
8 Grish Chunder Mitter.

L. L.

1 Hem Chunder Banerjee.
2 Luckhi Churn Bose.
3 Khetter Mohun Gangooly.
4 Chunder Cally Ghose.
5 Nilmadub Sen.
6 Doorga Mohun Dass.
7 Gobin Chunder Dass.
8 Jodoonath Roy.

This result is most satisfactory, and reflects credit on the Professors of the Department.

12. The Director of Public Instruction, in a letter, dated 7th January 1861, appointed a Committee, consisting of the Principal and the two Professors of Law "to re-consider the scheme of instruction in the Lawc lasses of the Presidency College, with the view of bringing the Collegiate course into harmony with the requirements of the University, and securing more thorough efficiency in the lecture-room by a carefully-considered and systematic arrangement of the courses of Lectures, and a judicious allotment of them between the two Professors."

13. The Committee submitted a general scheme, in which they laid down the *order* in which the subjects of lecture should be taken up, *the number of lectures* in each subject, and the *days* and *hours* when the lectures should be delivered. The Committee's plan subsequently received the sanction of the Director of Public Instruction, and it is now in full operation. An outline of the plan is subjoined:—

Subjects of lecture in their order and the number of lectures in each:—

1.	General Jurisprudence or Principles of Juridical Science, including an historical review and analysis of the Roman Civil Law and Jurisprudence, ...	45	Lectures.
2.	English Law of Property, Real and Personal, ...	45	do.
3.	English Law of Contracts, ...	24	do.
4.	English Law of Personal Rights and Actionable Wrongs, ...	12	do.
5.	Law of Evidence, ...	16	do.
6.	English Civil Pleading and Procedure,...	15	do.
7.	The Penal Code and Criminal Procedure,	25	do.
8.	Laws of Land in the Mofussil, ...	36	do.
9.	Hindu Law, ...		
10.	Mahomedan Law, ...		
11.	General doctrines of the Mofussil Courts and Mofussil Procedure, ...		

12.	Miscellaneous. Under this Head are comprised:		
1.	Doctrines of the English Courts of Equity, ...	14	do.
2.	Questions of conflict of Law and of Private International Law, ...		
3.	Review of Entire Course, ...		

Allotment of subjects between the two Professors.

The following subjects are taken exclusively by the Professor of Law and Jurisprudence, *viz.*—

1. General Jurisprudence.
2. Laws of Land in the Mofussil.
3. Hindu Law.
4. Mahomedan Law.
5. General Doctrines of Mofussil Courts and Mofussil Procedure.
6. Miscellaneous.

The remaining subjects are apportioned between the Professor and Assistant Professor, as per programme published at the commencement of each Session, and the Professor examines each class after completion of a course of Lectures to that class by the Assistant Professor. Students who enter for the Degree of L. L. do not attend the Lectures in General Jurisprudence and the English Laws of Property, instead of which they attend a special course, *viz.* three or four introductory or Jurisprudence Lectures, and twenty-five on the English Laws of Property. In the remaining ten subjects the L. L. students are classed with the B. L. students.

14. The Committee likewise drew up a programme of Lectures, embracing the entire course and period of study, and showing the days and hours when the several Lectures shall be delivered.

15. The following is an extract from the Report which the Committee submitted to the Director of Public Instruction when forwarding their scheme.

"It will be seen that the general scheme leaves the apportionment of Lectures on English Law subjects to be settled at the commencement of each Session. The Professor prefers this arrangement so long as the Assistant Professor is an English Lawyer. Were a Mofussil Pleader an Assistant in the Department, Mofussil Law might be dealt with in the same manner.

"The Committee agree that, whilst the responsibility and supervision of the entire Course remain with the Professor of Law and Jurisprudence, a permanent allotment of any portion of Lectures to the Assistant Professor of Law is not advisable. If it be desired (as might perhaps be inferred from the terms of your letter) that Mr Boulnois' Office be distinct from, instead of being attached to, and in aid of that held by Mr. Montriou, then, of course, each should have his distinct range of subjects, in respect of which each would be separately responsible. Mr. Montriou sees no objection to this course being taken, and Mr. Boulnois being styled Junior Professor of Law.

"As to the hours of Lectures, these are of course subject to some modification, and generally we would observe that, in so very comprehensive and yet divided a subject as the University Law Course, it is not undesirable that some discretion be vested in the College authorities as to the sub-divisions as well as the order of the several heads —by which we mean, that no general programme be rigidly and literally unalterable. At each of the separate periods marked in the Table of Lectures, a detailed programme might be given for that period.

"The books specified by the University Syndicate as standards for the L. L. Degree will, as you direct, guide the treatment of the subjects of Lecture, as far as practicable and consistent with the interests of the students attending the three years' course, to qualify for the Degree of B. L. We understand, however, the reference to those books by the Syndicate rather to indicate the standard and test of examination, than as limiting the range or sources of instruction.

"The Syndicate have not specified any particular books as standards for the B. L. Degree. Mr. Montriou's official communications (copies of which have been forwarded to the Registrar) detail the course of instruction and the authorities used in the lecturerooms.

"You will observe that, with the exception of one subject, the English Laws of Property, our present scheme classes entering L. L.

students with the B. L students of the second year. We believe this to be the most practical and effective mode of providing for the requirements of the new Degree.

"In practice, we have reason to think that the two years' course will not be selected by any student of the Law Department of this College; the few who may enter as L. L. students do so, we have reason to believe, in order to escape the B. A. test, and not with the expectation of being able to pass any University Examination in Law after two years' study.

"The Entrances in the Law Department this Session are 54, of whom 2 are Out-students, and 3 are entered as L. L. Students. Originally only one of the three was so entered; the other two were transferred at their own request after having attended the Jurisprudence Class for six weeks."

16. Many valuable additions have been made to the Library during the Session, consisting of standard works on Law and General Literature and Science. The Law Library is at present incomplete even as a Reference Library, and the available funds are insufficient to provide at once for the purchase of the more expensive kind of Law works. It is satisfactory to note, however, that students are now beginning to purchase for themselves such works as Stephens Commentaries, Brooms' Commentaries, Best on Evidence, &c.

Hindu and Colootollah Branch Schools.

17. The superintendence of the Hindu School and the Colootollah Branch School is vested in the Principal of this College; and as the practice of printing detailed Reports of such Institutions is to be discontinued, I submit a brief statement of the present position of these Schools.

18. With the exception of the 2nd class in the Hindu School and the 3rd class in the Colootollah School, all the classes in both Schools passed a satisfactory examination.

19. In the Hindu School the high schooling fee (Rupees 7 a month) had for some time caused a gradual falling off in the number on the Rolls, and a reduction to Rupees 5 a month took place from 1st July last. The consequence has been, an increased number of admissions, though not to the extent that was anticipated.

The number on the Rolls on the 30th April 1861 was 353, against 309 on the same date of the previous year. The income of the School (from all sources) has been Rupees 21,081, against Rupees 27,857 of the preceding year; and the expenditure has been Rupees 20,112, leaving a balance in favor of the School of Rupees 969. The School is therefore still a self-supporting one, and it affords, moreover, a free education to 36 boys from the Anglo-Vernacular Schools in the Mofussil.

20. The schooling fee of the Colootollah School was also reduced from Rupees 5 to Rupees 4 a month from the 1st July last, and there has been consequently a large increase in the number on the Rolls. There were 468 boys on the Rolls on the 30th April 1861, against 365 of the previous year. Indeed, the monthly collection of fees at the reduced rate are now in excess of what they were under the higher rate. The schooling fees collected during the year amount to Rupees 18,729, the total expenditure to Rupees 15,177-13-10, leaving a surplus of Rupees 3,551-2-2. There are also 29 boys from the Anglo-Vernacular Schools in the Mofussil who receive a free education. The position of this School is in every respect a most satisfactory one.

COLLEGE OF MAHOMED MOHSIN AT HOOGHLY.

FROM THE REPORT OF THE PRINCIPAL, MR. R. THWAYTES, B. A.

COLLEGE DEPARTMENT.—The amount of fees receivable at the end of April 1860 was Rupees 56, and at the end of the session under review Rupees 100 per mensem.

Tuition fees.

At the end of April 1861 there were 61 students on the Rolls: at the same time last year there were only 29. This great increase is attributable partly to the liberality with which Scholarships were distributed after the last Entrance Examination, and also to the institution of the 1st Arts University examination, which has given a fresh stimulus to Mofussil students, who had hitherto been content to attain the standard of the Entrance Examination.

Number of Students.

Senior Scholarship Examination.

Sreekunt Mullick.
Shibchunder Dey.
Kalleeprosono Mookerjee.
Troyluckhanauth Mitter.

Ten out of thirteen pupils who formed the 2nd year class, competed for Senior Scholarships, and four, noted in the margin, were successful. These four have since been transferred to the Presidency College to compete for the B. A. course.

1st Year Class—No. of boys, 17.

1. Kanielall Mookerjee.
2. Khettermohun Sein.
3. Radhabullub Paul.
4. Tincowry Neogee.
5. Ramlall Banerjee.

The 1st Year Class was examined by the Officers of the College, and the students acquitted themselves satisfactorily in all subjects except History. Those named in the margin were recommended to retain their Junior Scholarships for another Session. Bhoobendro Narain Nundy forfeited his Junior absent from the examination.

Scholarship for being

1. Bhoobun Mohun Neogee.
2. GrishchunderMitter.
3. Kadaressur Dutt.
4. Prosono Coomar Banerjee.
5. Suttodoyal Banerjee.

Seven students of this went into the last Entrance Examination.

Those named in the margin were successful.

COLLEGIATE SCHOOL.— * * * * The number of pupils on the Rolls at the end of April 1861 was 394, April 1860, 361, showing an increase of 33. The number of Mahomedan students during the Session under review has been increased by 7. About one-ninth of the pupils in this department are Mahomedans, a proportion which would, it is believed, be found greater than that of Mahomedans to Hindoos in the vicinity of the College, taking those of either class who are in a position to give their children a liberal education. Since the amalgamation of the Persian with the General Department, the Mahomedan students have increased by thirteen—all these having to pay a tuition fee of one Rupee per mensem, and provide themselves with text books. It is evident from this that the Mahomedans no longer undervalue an English education, as they have had the reputation of doing. It will further be found on a reference to the prize list that the Mahomedan boys are in no way inferior to the Hindoos in their acquirements.

Number of Pupils.

At the end of April 1861, the amount of schooling receivable monthly was Rupees 961, and at the end of April 1860 Rupees 904. On a reference to the Abstract Statement of schooling fees accompanying this report it will be found that the aggregate amount of fees for College and School in 1860 exceeds that in 1861. This discrepancy is owing to a decrease of pupils about the middle of the Session under review.

Tuition fees.

EXAMINATIONS.

Fifteen pupils of the 9th Year, and seventeen pupils of the 8th Year Class, Section A, were examined in the College Hall for entrance into the University, of whom nineteen were successful, nine obtaining Junior Scholarships.

* Entrance Examination 9th year Class, 15 boys; 8th ditto, Section A, 18; Average Age, 18·4.

* * * *

Library.

During the Session 184 volumes have been added to the Library. The total

number of volumes now on the shelves is 4,610. The books are generally in good condition, the circulation was—

Among the Officers of the College,	586	volumes.
Students, College Department,... ...	642	„
Ditto, Collegiate School, ...	146	„
Teachers, Hooghly Branch School, ...	10	„
Gentlemen unconnected with the College	315	„
	1,699	„

besides a great number of books daily taken out for reference both by teachers and students.

The Library is in excellent working condition, and it is ably superintended by Mr. Vogel, the present Librarian.

Conduct of Masters. The conduct of Masters and Pundits has been such as to give entire satisfaction.

Arabic Department.

* * * *

Drawing Class. There being no students, this class was closed on 1st November 1860, and the Drawing Master, Mirza Mobarak Ali, was consequently thrown out of employ, having been more than 24 years in the service. He was recommended for a pension. In reply to his application Government said, "that the services of this individual ought to be employed in some other way, as he is not incapacitated for further active service, and therefore not entitled under the Rules to Superannuation Pension." After the Drawing Class was closed, and previous to his applying for a pension, Mobarak Ali was employed, as a temporary measure, to teach Persian in the Collegiate School; but he showed great inaptitude and unwillingness in this capacity till his application for a pension was refused, and the Director offered him the option of teaching Persian or being struck off the establishment. The Moulvee quickly accepted the

former alternative, and has since satisfactorily discharged his duties as 4th Persian teacher.

EXAMINATIONS.

Scholarship Examinations.

Two out of three students comprising the 1st class competed for Senior Scholarships, and ten of the 2nd and 3rd classes for Junior Scholarships. They were examined in questions set by Captain St. George, Principal of the Calcutta Madrissa, on whose recommendation 1 Senior and 2 Junior Scholarships have been awarded.

* * * *

Arabic Library.

The Library contains 3,371 volumes: 96 of these have been circulated amongst the Moulvees and students. The books are in a good state.

College Building.

During the past years the floors were covered with a coating of asphalt; the work was not well done owing to the carelessness of the native superintendent. The asphalt having been laid in some places on a bad foundation, is already giving way. The last two quadrennial repairs of the building have been very badly executed, and it is to be hoped that the repairs at present under consideration will be placed under more efficient superintendence.

* * * *

HOOGHLY BRANCH SCHOOL.

EXAMINATIONS.

Entrance Examination, 9th year class.—Number of boys, 9; average age, 16.

The whole of this class, nine in number, were candidates for the Entrance Examination, eight of whom succeeded, four obtaining Junior Scholarships.

* * * *

School Library.

The number of volumes on the shelves on the 1st May 1860 was 465. To these have been added during the year 63 volumes, and 2 volumes which had been taken out a long time previously, and counted as lost were recovered. The circulation among the Masters and students was 113. The books are generally in good condition.

State of the Building.

The building and compound wall are in a shameful state of dilapidation, considering that they underwent the regular repairs, and it reflects much discredit on those by whom these repairs were conducted. The floors of the school-room are completely broken up; the roof leaks like a sieve, and the small outer building adjoining the school-house is considered to be in such a dangerous state that the classes which used to assemble in it have been removed to the principal building at considerable inconvenience. It is to be hoped that future repairs will be placed under more efficient superintendence.

DACCA COLLEGE.

FROM THE REPORT OF THE PRINCIPAL, MR. W. BRENNAND.

DURING the year few events have occurred needing particular mention in a Report. The College building, which for upwards of two years and a half had been in the occupation of the Military authorities, was restored to its original use on the 9th March 1861. The classes are all again in one building, and the inconveniences so long felt, on account of the difficulty of keeping up an efficient supervision over them, and from unsuitable accommodation, have been removed.

At the beginning of the past Session, the students who had been successful in obtaining senior Scholarships at the preceding examinations applied to be transferred to the Civil Engineering and Presidency Colleges; and as the other three College classes were more than the diminished staff could give sufficient attention to, it was not considered necessary to keep up the 3rd year class during that Session. A similar application having been made by the students who were successful at the last senior Scholarship examinations, it was again deemed unadvisable to form a 3rd year class.

Although there are fewer classes in the College than in former years, there are more students, the number having increased from 51 to 76. The same remark is not applicable to the Collegiate School, the number of which has diminished from 267 to 246. This is owing to the facilities offered for obtaining cheaper elementary instruction in the numerous schools that have been recently established in the surrounding districts. The total number in the two departments has, however, been increased by about four.

* * * * *

Examinations.

The examination of the first year class was conducted, as usual, by the Officers of the College, and 19 out of 20 of the Junior Scholars acquitted themselves so as to be permitted to retain their Scholarships.

At the entrance examination, out of 38 candidates of the Collegiate School, 27 succeeded in passing in the second grade, and one in the first grade.

The annual examination of the classes of the School commenced on the 19th of November, and continued till the 1st of December.

Second Class.

The examination of the second class was conducted by Mr. Brennand in History and Mathematics; by Mr. Tydd in English and Bengali, and in Geography.

Mr. Tydd states,—"The examination passed by this class in literature was in general good; all, with the exception of six boys, may be promoted to the first class next year. In their Vernacular studies the boys passed a good examination; the Pundit has spared no pains to bring on the boys well."

The examination passed by the boys in History and Mathematics was satisfactory, and in Geography they acquitted themselves in a creditable manner.

KISHNAGHUR COLLEGE.

FROM THE REPORT OF THE PRINCIPAL, MR. A. SMITH, M. A.

Schooling Fees.

THE Schooling fees, with the addition of fines, collected in the past Session of 1860-61, amounts to Rupees 8,779-15-0, against Rupees 8,563-3-0 of the previous year, exhibiting a small increase of Rupees 216-12-0.

Number of Students.

The number of students on the Rolls falls rather below that of the preceding year, being, on the 30th April of the present year, 313, and 324 on the 30th April 1860. This result appears attributable to two causes, one of which was temporary and exceptional, the other likely to be permanent in its operation and influence on the Returns of future years. At the commencement of the year* the numbers were gradually increasing, notwithstanding the unprecedented increase of the previous year, and continued to do so until the beginning of the cold weather, when a rumour reached the Station, and obtained circulation and credence, that, on the recommendation of the Civil Finance Commission, the Government were prepared to close the College. The immediate consequence of this naturally was, that many residents and others, who were about to place their children here, abstained from entering them, thinking it would only entail trouble upon themselves, and loss of time on their boys as well as themselves, were they to place them in an Institution which was to exist only a few short weeks. All alarm on this account has, however, now happily passed away. But the other cause of the diminution of the numbers enrolled, as above intimated, is not of so transient a nature. It is to be found in a circumstance which, looking at the prospects of education generally, can hardly be viewed with

* The Financial year.

regret. I allude to the rapid growth of Schools in this District and Station in particular, where sound instruction may be had at a very trifling expense, and education is now carried sufficiently high to enable the most successful to obtain entrance into the University, and even a share of its rewards in the shape of Junior Scholarships.

Employment of Ex-Pupils.

The subjoined list exhibits the names of those students who have quitted the College during the year, and obtained employments as noted:

Prosunno Chunder Gangooley, late 2nd year student, has been appointed Head Master of Bakooleah School—salary Rupees 40.

Ombica Churn Banerjee, late 2nd year student, has been appointed 2nd teacher of Doorgapore Aided School, on a salary of Rupees 25.

Greesh Chunder Roy, 2nd year student, has been appointed Writer to Assessor under Income Tax, at Bancoorah,—salary unknown.

Sohsodhur Bhadoory, late 1st year student, has been appointed 5th Teacher of the Maha Raja's School at Jamo Kandee, on a salary of Rupees 25.

Woomes Chunder Buxy, late 1st year student, has been appointed 2nd Teacher of Meherpore Aided School,—salary Rupees 20.

Kedar Nauth Turrufdar, late 1st year student, has been appointed Barrack Master's Writer at Meerut,—salary Rupees 20.

Nobin Chunder Mullick, 1st Class, 1st Section, Collegiate School, has been appointed Writer at Nundunpore Factory,—salary Rupees 20.

Nobin Chunder Banerjee, 1st Class, 2nd Section, Collegiate School, has been appointed a Teacher in the Anglo-Vernacular School of Kishnaghur, salary Rupees 10.

* * * * *

Examination.

There were 7 candidates from this College at the Senior Scholarship Examination, which was conducted simultaneously at all the Government Colleges, and to 3 of these Scholarships have since been awarded.

The examination of the 1st year students, consisting of 15 boys, was conducted by C. Hobhouse, Esq., C. S., in History; in Mathematics by W. J. Herschel, Esq., C. S; in Literature by A. M. Macgregor, Esq., C. S., and by the Maha Raja of Nuddea in the Vernacular. Their remarks are appended.

History.—"Four of the students have failed to obtain the requisite number of 50 marks. The rest have passed what I consider to be a good examination, showing in the majority of their answers an accuracy of Historical knowledge, and of spelling, and generally an absence of attempts at fine writing, which is very creditable to them, and still more so, if you will allow me to say so, to the College Authorities.

Mathematics.—"Luckhi Narain Dass," the Examiner remarks, "is *facile Princeps*, and has shown considerable aptitude and steadiness of purpose in his papers. He is quite fit for a higher Class.

"The papers generally have been satisfactorily answered, though evidently a little too hard for the majority. I must, however, remark that the hand writing in the whole of them is very ill-formed, and with one or two exceptions the papers show a careless and almost slovenly habit of working.

"For boys who wish to put their education to use afterwards in practical life, this is such a very grave fault, that, I am sure, you will not think it out of place in me to notice it so seriously."

English Literature.—The Examiner observes,—"I have examined the first year students in their course of English Literature.

"The four boys who were first in each paper on this subject are to be noticed for accuracy of thought and accuracy of practice.

"They understood the questions. They stuck to the questions, and they spelt their answers correctly.

"In these points the rest were deficient.

"Will you permit me to suggest, that the range of subjects to be traversed in one year is very wide, and that thus the youthful mind may become too apt to form slovenly habits in distinguishing between quantity and quality.

"In respect to general acquaintance with their subjects, the results are much more satisfactory.

"Especially most of the lads show a familiarity with the wholesome literature of Queen Anne's time, which would be creditable to many English youths."

Vernacular Literature.—The Examiner observes,—"The examination of this class in Bengali was conducted by me: their translation from English to Bengali was creditable, and that from Bengali to English was fair. They also passed a good examination in 'Mahabharatha.' On the whole, I consider the examination very satisfactory."

Collegiate School.

The examination of the School classes, omitting the first, commenced on the 22nd November, and ended on the 8th December. It was conducted by the Principal, with the assistance of the Head, Second, and Third Masters, and the Maha Raja of Nuddea, who, as in the preceding year, kindly offered his services.

The first class, as usual, furnished the candidates for the University Entrance Examination; and out of 37, who were present, (4 being absent from sickness,) 18 were successful, 4 being placed in the First Division, and 14 in the Second. This result compares well with the previous year, when, out of 27 candidates, 2 gained admission into the First, and 9 into the Second Division of successful candidates.

2nd Class Collegiate School.

English Literature.—The Principal, who examined in this subject, reports:—

"Considering the characters of the books which this class studied, the Examination it passed in Literature may be considered satisfactory. Out of 29 boys who were present, 11 obtained half the full number of marks allowed and upwards. The class altogether contains 32 boys, 2 being absent, and 1 on leave."

History.—The Principal reports:—

"The class appearto have studied their History well; and the Examination in general proved very satis-

STUDIES.

History and Geography.—Marshman's Brief. Survey, Part I. Stewart's Geography and Map Drawing, Europe, Asia, Africa, and America, generally; also all the countries of Asia, except China and Chinese Tartary, as well as Denmark, Belgium, and Holland in Europe, in detail.

English Literature.—Roger's Pleasures of Memory, Part I and II. De Quincy's Revolt of the Tartars. Helps's Essays, written during the intervals of business, (Selected portions.) Craik's Pursuit of Knowledge under Difficulties. (Selected portions.)

Lennie's Grammar.—The whole Mathematics. The whole of Hind's Arithmetic. Algebra, as far as Simple Equations, containing one unknown quantity. Euclid, Books I and II., with easy deductions.

Bengali.—Bajhyabostoo, from p, 1 to 100. The Upocromonica, the whole, except from p. 76 to 103.

Translations.—From English into Bengali, and *vice versâ*.

factory; 19 boys out of 29 gained ½ full marks and upwards; and as many as 12, not less than ⅔rd of the highest number allowed."

Mathematics.—Mr. Masters, the Head Master, who examined in this subject, remarks:—

"Among the candidates of this class 29 acquitted themselves well in Arithmetic, 21 tolerably well in Algebra, and 24 remarkably well in Geometry.

"I must observe that the generality of the class is deficient in Square Root and Recurring Decimals, but expert in Proportion, Simple and Compound Interest, and Discount."

Geography and Grammar.—Examiner, Mr. Beatson:—

"The class was examined in Grammar and Geography by me.

"In the former subject they did poorly; in the latter, one-half did well, the rest very badly.

"In both subjects they can give the definitions of the Books. They want the text to be well explained to them in the former, and in the latter they require a greater familiarity with the Maps."

Bengali.—Examiner, the Maha Raja:—

"The boys of this class passed a very good examination in reading, explanation, and grammar. Their translation from Bengali to English was also fair."

* * * * * * *

The Library.

During the past year, books to the value of Rupees 943-12-9 have been added to the existing stock, which now consists of 3,082 volumes (besides 382 Pamphlets), of the original value of Rupees 13,000-1-3. Being very freely used, a certain proportion of the books is constantly in need of repair, but with the assistance of the book-binder the whole collection is kept in good preservation. No instances of wanton destruction, or even careless treatment of the books, has been brought to my notice. On the contrary, the aid that the student may, and does, derive from recourse to so copious a store of varied knowledge, is so great and so manifest, that the Library appears to be held in high estimation, and its contents duly cared for. As a reading room, it is also much frequented, both by masters and pupils.

The Philosophical Instruments.

Owing to the attention bestowed on them by the Head Master, the Philosophical Instruments are in a better condition now than they were at the beginning of last year. Those portions that have been in a broken or defective state are being repaired and rendered serviceable; and deficiencies are supplied as opportunities offer. The Geological specimens, about 300 in number, were sent down last year to the Geological Museum in Calcutta, where they were properly arranged and re-numbered by the Officers of that Institution; and the Director of Public Instruction has added to the Instruments an excellent Microscope of great power, and of the newest construction: it is one of Smith and Beck's Educational Microscopes, with appurtenances.

The apparatus requires glass cases more spacious and uniform in size and construction than their present almirahs; the Geological specimens in particular, which are lost to observation in a small box.

The Building.

The building has maintained its noble appearance externally with but little deterioration, and that chiefly in the discoloration of the lower part, which assumes a more sombre hue after each rainy season. A little paint, however, might be judiciously expended upon part of the wood-work, and the iron balustrades of the verandahs. Internally, in several parts, the flooring is deeply worn, and some of the doors of the class rooms damaged either by warping and splitting, or by the ravages of the white ant. The bulk of the furniture is becoming very old, and in need of frequent repair, but continues to serve its purpose.

Conduct of the Masters.

The Masters, as a body, have devoted themselves to a diligent performance of their duties, and their labors generally have been attended with success.

Estimation of the College.

There is no reason for supposing that the College has declined in popularity during the past year, or that it has been less zealous or less efficient in contributing to the great work of education in this country.

BERHAMPORE COLLEGE.

FROM THE REPORT OF THE SECRETARY AND HEAD MASTER, MR. R. L. MARTIN, M. A.

Schooling fees.

A FURTHER step towards increasing the income of the College from Schooling fees has been made during the past year. In addition to two Rupees monthly having been required from all newly-admitted students to the School Department during the Session, two Rupees was also demanded from all those who obtained promotion from each class to a higher class, on the occasion of the recent promotion in January last: the consequence has been, that the amount of Schooling fees, fines, &c., collected during the last three months, has averaged Rupees 427; and as there can be no reason to expect a diminution in the amount collected during the year now commencing, the Committee confidently expect that the coming year will see a collection of upwards of Rupees 5,000, which will be an increase of about Rupees 2,000 over the amount collected during the financial years 1855-56, 1856-57, and 1857-58.

The collections during the last year have amounted to Rupees 4,214-0-2, against Rupees 4,249-11-0 in the preceding year; showing a very small falling off of Rupees 35-9-0.

Number of Students.

The Committee have to regret that there has again been a small falling off in the number of students during the past Session, the numbers on the Rolls on the 30th April being 235, against 250 on the same day last year. The Daily Attendance Register shows that a reaction appears to have set in since the commencement of the present academical year, when the number on the Rolls stood at its minimum, *viz.*, 210. It therefore appears that the increase made in January in the rate of Schooling fee has

operated very slightly upon the numbers; and the fact of so many additional admissions having taken place appears to show that the parents of the rising generation have got over their objection to paying the two Rupee rate instead of the one Rupee rate, which previously existed.

The College Department shows an increase in its numbers, the numbers being 16, against 11 last year; but as the first year's students number *thirteen* instead of *two*, as they did then, there is every reason to expect that the end of the present year will see a decided increase in this the most important Department of the College.

At the late public Examinations three students of the College obtained Senior Scholarships of twenty Rupees a month, for two Sessions; one of them obtaining more marks than any of the candidates from the other Mofussil Colleges. Six students also passed the University Entrance Examination successfully, one of them obtaining a Scholarship of eight Rupees for two Sessions.

Library.

The Library has been increased during the last year by the addition of Books to the value of Rupees 1,047-13-0; it now consists of 1,106 works in 1,565 volumes. It continues to be of the greatest advantage to both masters and students, by whom it is most extensively used.

Philosophical Instruments.

The arrival of the Barometer, reported missing in last year's Report, has been announced; but unfortunately it is said to have been very much damaged in its transit from London to Calcutta. It has not, however, as yet reached the College, and therefore the Committee are unable to report upon the amount of damage *which the instrument has actually received. The other instruments are, for the most part, in good order.

Special Prizes.—The Committee have much pleasure in announcing the receipt of the donations entered in the margin,

Rajah Prosunno Narain Deb Bahadoor, ...	Rs.	50
Ranee Surnno Moye, ...	„	50

* The Instrument is destroyed.

Rajah Kearee Chand Bahadoor, ...	Rs.	25
Cower Doorganath Roy, ...	„	25
Rajah Nurrendro Narain Roy,		25
Baboo Raj Kishen Roy, ...	„	20
„ Poolin Beharee Shen, ...	„	20
„ Bishumbhur Shen, ...	„	20
„ Ramsoonder Shen, ...	„	15
„ Sreesh Chunder Biddiarutno,		11
Dewan Gungadass Roy, ..	„	10
Baboo Ram Lall Chowdry,	„	10
„ Ram Dass Shen, ...	„	10
„ Prem Lall Chowdry, ...	„	10
„ Kalla Chand Bose,... ...	„	10
„ Gobind Pershad Shen, ...	„	10
„ Greesh Chunder Bose, ...	„	10
Moulvie Dean Mahomed, ...	„	10
Baboo Sreekant Roy, ...	„	10
„ Shama Churn Bhutto, ...	„	10
„ Protap Chunder Singh, ...	„	10
„ Umbica Churn Gangooli,	„	8
„ Raj Kishen Shen, ...	„	5
„ Kali Dass Paulit, ...	„	5
„ Nobo Coomar Bhutto, ...	„	5
„ Dinonath Gangooli, ...	„	5
„ Boykoont Nath Nag, ...	„	5
„ Hera Lall Goopta, ...	„	5
„ Brojo Lall Chowdry, ...	„	5
„ Eshan Chunder Roy, ...	„	5
„ Gobind Chunder Chowdry,	„	5
„ Gobind Kant Biddyabhoosun,		5
„ Bisto Churn Nundy, ...	„	5
„ Kedarnath Mahata, ...	„	5
„ Raj Rajeshur Bhuttacharjee,		4
„ Ramjeebun Bhuttachargee,	„	4
„ A friend, ...	„	1
Total, Rs.		448

for the purpose of distributing *Special* Prizes to the students of the College and Collegiate School. From this source handsome Prizes have been awarded to the most meritorious students in English and Bengali Essay writing, in English Literature, in History, in Mathematics, and in Map Drawing; and the Government sum of Rupees 150 for general proficiency in the School Department, was increased by the sum of Rupees 158. The Committee believe that this is the best proof that can be pointed to, of the interest which is taken by the Native gentlemen of the neighbourhood in the welfare of the College.

The distribution of Prizes for the academical year 1860 took place on 13th February 1861.

College Building.—During the past Session the selection of a site for the new building was kept in agitation for many months, and after the original site at the Koyla Ghât had been again reverted to and sanctioned, just as the Executive Engineer was about to commence operations, he was ordered to desist until it was decided upon what status the College was to be placed. The Committee sincerely hope to see the building soon in course of erection. The amount collected for its erection, together with the accumulated interest thereon, amounts now to about Rupees 37,000.

College Examinations.—As the 2nd year students were examined by the Board of Examiners for Senior Scholarship, this

class was not subjected to a College Examination. The Committee have already had reason to allude to the satisfactory result of this public Examination.

The first year students were examined in Literature by Surgeon Major Guise; in Mathematics by Lieutenant Tarleton (Royal Artillery), in History by the Second Master, and in the Vernacular by the Court Pundit of the Moorshedabad Circle. They were reported to have passed a satisfactory examination, and were all allowed to retain their Scholarships for a second Session.

Collegiate School Examination.

The Annual Examination of the Collegiate School commenced on 19th November, and terminated on the 6th December. It was conducted by the Head, Second, Fourth, and Fifth Masters, Pundit Gobindkant Biddyabhoosun of the Moorshedabad Circle, and the Head Pundit of the College.

Second Class.

18 Boys, average age 16 years, instructed by Baboo Kristochunder Roy, and examined by Mr. Martin, Baboo Ishanchundra Banerjee, and Baboo Hurree Doss Ghose.

STUDIES.

English.

Poetry.—"The Deserted Village" of Goldsmith, and the "Elegy" and "Eton College" of Gray.

Prose.—Rasselas,—the first sixteen chapters.

History.—The History of Greece to Alexander, as contained in Marshman's Book, Part I; Murray's India from the early Mahomedan Invasion to Baber.

Geography.—A general knowledge of Europe and Asia.

Mathematics.—Arithmetic, Simple and Compound Proportion, Vulgar and Decimal Fractions, Square and Cubic Roots, and Simple Interest. Algebra, as far as Square Root.

Geometry.—30 Propositions of Book I.

Bengali. { *Shama Charan's* Grammar, as far as the Shomash.
Telemachus,—The first 3 chapters.

Mr. Martin says:—

"This class brought up for examination in Prose the first sixteen Chapters of Rasselas; there were sixteen boys present and two on leave. As ten boys obtained half marks and upwards, and as but three fell short of one-third, the class must be considered to have passed a satisfactory examination: the average mark was 50 per cent.

"In Poetry, the subjects were Gray's "Elegy" and "Ode" on a prospect of Eton College, and Goldsmith's "Deserted Village." There was a greater disparity among the lads in Poetry than in Prose; for though the average mark given was precisely the same in both subjects, many of the good boys obtained higher marks in Poetry than in Prose, and the bad boys generally obtained worse marks in the former than in the latter.

"They brought up the four simple rules in Algebra, and the extraction of Square Roots; and, with three or four exceptions, passed a more satisfactory examination thereon.

"More than half of these, examined in definitions and first 30 propositions of Euclid, answered very well."

Baboo Ishan Chundra remarks:—

"More than half the class failed in History, and betrayed a total ignorance of ancient Geography. In modern Geography the same portion of the class was found hardly as successful."

Baboo Huree Doss says:—

"In Arithmetic, one boy did remarkably well, and obtained the full number of marks; the answering of three others was pretty good, but the rest failed.

"In Grammar they did not come up to my expectation; most of them were very deficient in parsing."

Pundit Gobindkant Biddyabhoosun reports:—

"My expectation in regard to the result of the Vernacular Examination of these boys, who are expected to be in an advanced state of learning, has not been fully realized."

* * * * * *

MEDICAL COLLEGE.

FROM THE REPORT OF THE OFFICIATING PRINCIPAL, DR. S. B. PARTRIDGE.

Educational Staff.

DURING the past year some important changes have occurred in the primary staff of the College. Dr. Eatwell, the Principal, left this country for England in August last, and his duties as Professor of Materia Medica, Physician to the Hospital, and Professor of Clinical Medicine, have from that time been most ably performed by a former student of this College, Dr. Goodeve Chuckerbutty, whilst for the same period I have been temporarily entrusted with the duties of the Principalship. It is not, I believe, Dr. Eatwell's intention to return to this country. I may be excused, therefore, I trust, if I take this opportunity of putting on record my own individual feelings of regret, which I have every reason to believe are fully shared in by every member of the Professorial staff of the College, in parting with so amiable, active, and able a colleague. The College has also recently been temporarily deprived of the valuable services of Dr. Thomson, the Professor of Botany: ill-health has compelled him to pay a short visit to Europe; his reputation as a scientific botanist, and as an eminently successful teacher, is so wide-spread and unquestioned, that it is quite unnecessary for me here to enlarge upon the great loss which the College sustains from his departure. The gentleman, however, who has been appointed to officiate for him, Dr. Anderson, has already made himself a name in the scientific world; and under his supervision there can be no doubt that the Medical College will continue to maintain its reputation as a Botanical School.

PRIMARY OR ENGLISH CLASS.

At the commencement of the Session there were 103 students remaining in the College from the previous year, 57 new pupils

were admitted, making a total of 160. Of the students admitted, 10 received Junior College Scholarships, 12 held Scholarships from other Schools, 2 were given Free Presentations, 2 were admitted as Ceylon Government students, and 31 entered the Paying Class.

The strength of the whole class at present is 146, so that 14 names have been struck off the Rolls in the course of the year; of these 14, one student has been removed from amongst us by death, 5 have left this country for England with the intention of completing their education there, and 8 have given up the study of the profession in despair. This result is a decidedly favorable one. In former years comparatively few of those who entered the College remained to prosecute their studies to a close; the ordeals of the hospital and the dissecting room effectually weeded our lists, and combined with the comprehensive character and difficulty of the subjects of Medical study, to induce many of our pupils to leave the College in the course of the 1st or 2nd year of their curriculum. Of the 8 students who have thus left the College in the past Session, 3 were College Scholarship-holders, 2 held Scholarships from other Schools, 2 were free students, and 1 belonged to the Paying Class. Of the 5 who have proceeded to England, 4 were senior students, of whom 3 had passed the 1st Examination of the Calcutta University for its degree of Licentiate in Medicine and Surgery, and 1 belonged to the Paying Class, having entered his name at the commencement of the Session as a casual student, pending the receipt of the sanction of Government to the establishment of such a class.

Paying Class.

In the year 1858, a Paying Class was established in the College as an experiment. In consequence, however, of the number of Scholarships and Free Presentations which were available, no candidates for the class were forthcoming until the commencement of the past Session, when 31 students entered their names, of whom 21 at present remain upon the College Rolls. Of the 10 who have been removed from the paying list, only one can be said to have

actually left the profession; 5 have subsequently been awarded Scholarships from other Schools, 2 have had College Junior Scholarships given them, one has been presented with a vacant Free Presentation, and one, who was admitted as a casual student, has just left this country for England to complete his education there.

The experience of the past year, I think, is such as to justify us in looking forward hopefully to the establishment of the paying system as a general rule in the College at no very distant period. When the College was first established, it was of course necessary to offer inducements which should be sufficiently strong to overcome the prejudices of the Natives of the country to the study of European Medical science. These prejudices have, I think, now given way; an appreciation of the real excellence of the principles we inculcate has been established, and an earnest desire for sound professional knowledge implanted in the minds of the rising generation. The practice of giving a purely eleemosynary education is, I venture to think, a wrong one; and I believe the time has now come when it may gradually be done away with. Encouragements to industrious students are always advisable, but such rewards should, I think, invariably be earned by previous study, and the standard for their attainment not fixed too low. In such a school as ours, for instance, I consider that whatever sum it may be thought advisable to allot to Junior Scholarships, should be given only to young men who are capable of attaining the standard of preliminary education indicated by the 1st Division of the University Entrance Examination in Arts. Free Presentations should be done away with; and even Scholarship-holders expected to pay the usual College fee; whilst the senior Scholarships, as at present, should be given to the students who distinguished themselves most at the first Professional Examination for the University Degree.

The fee for education in the Medical College is a very low one. Students who guarantee to follow the College curriculum to a close, and to qualify themselves for the Calcutta University Degree, are required to pay an Entrance Fee of Rupees 15, and a further sum of Rupees 5 a month during the remainder of their stay at

the College. This certainly cannot be considered a heavy charge for a professional education, second, I venture to assert, to that of no other Medical school in the world ; indeed, in some respects it is, from local circumstances, necessarily of a higher character. No European school, for instance, can possibly afford such opportunities as ours for the study of Anatomy, and there are, I believe, very few in which every student without exception enjoys, as he does here, the privilege of acting as a Clinical Clerk or Dresser in the Hospital during the whole course of his practical studies.

Both the conduct and progress of the students of this class, during the past year, have been, on the whole, satisfactory. They have been regular in their attendance upon lectures, and decorous in their behaviour, and in only a single instance has it been necessary for the Principal to resort to any severe punishment. All the Medical Officers of the Hospital, however, concur in the opinion that the students of this class do not fully avail themselves of the opportunities they enjoy as Dressers and Clinical Clerks. We all wish to see more zeal displayed in the search after practical information, more sympathy exhibited for the sufferings of the afflicted, and a truer feeling of moral responsibility implanted in the minds of those to whom the care of the sick is especially entrusted.

In consequence of the recent changes in the University Regulations, only 16 students of the class were this year eligible for the First Examination for the University Degree of Licentiate in Medicine and Surgery. Of these, 14 presented themselves, and 7 actually passed. This result is not a favorable one ; none of the Candidates passed in the First Division, and no individual acquitted himself so satisfactorily as to be considered worthy of a University Exhibition. The low standard of excellence attained, however, admits of ready explanation ; all the most promising students of corresponding standing to this year's candidates had already, under the old regulations, undergone the necessary ordeal, the remainder consisted either of those who had failed in the previous year, or of those who had been unable to qualify themselves for the examination which was then held.

For the Second Examination for the University Degree, which was this year held for the first time, 20 candidates presented themselves. Of these, 14 have passed, 3 in the 1st and 11 in the 2nd Division. To 2 of the students in the First Division, University Senior Scholarships have been awarded, *viz.*, one in Medicine to Baboo Mohendro Loll Sircar, and one in Surgery to Baboo Rajkristo Banerjee.

The examination has been a most searching one, and the standard of qualifications required as high as in any University in the world.

Student Apprentices.

There have been no Student Apprentices receiving Medical education in the College during the past year. In consequence of the large number of European troops in the country, the services of all the young men of this class have been urgently required by the State.

Ceylon Government Students.

Five Ceylon Government students were remaining in the College at the commencement of the past Session; 2 new students were admitted, making a total of 7, who still remain upon the College Rolls. The conduct of the class during the year has, on the whole, been satisfactory. One student has, however, I am sorry to say, so far misconducted himself in the performance of his Hospital duties as to necessitate the severe punishment of a remand for one year in his studies. The other members of the class have given me no cause for complaint, and I am happy to be able to add that 3 of their number have highly distinguished themselves in their class examinations; one of the three, Mr. Koch, holds a Junior University Scholarship, and has this Session gained two Certificates of Honor; another, Mr. Vanderstraaten, has well earned the Prosector's prize, and also a Certificate of Honor in Anatomy and in Materia Medica; and the 3rd, a First Year's student, Mr. Vandort, has obtained the prize in Botany.

Military Class.

At the commencement of the past Session there were 77 Military Class students remaining in the College from former years; 64 new pupils were admitted, making a total of 141. Of these, 18 have passed their final examination, and have been admitted into the

Government service as Native Doctors, 6 have been remanded for short additional periods of study, and 34 have been expelled from the institution for idleness or misconduct. At the close of the Session there were 107 students actually on the College Rolls, of these 94 were Mahomedans, 12 Hindoos, and 1 a Christian. The conduct of the class during the past year has, on the whole, been good. A few of the students have distinguished themselves highly by their industry and intelligence, but of the progress of the class as a whole, I regret that it is out of my power to speak with perfect satisfaction. Very great pains have been taken by the Native teachers in the education of their pupils, while the progress of the majority has certainly not been commensurate with the labour undergone in their behalf. A change in the curriculum of the Military and Bengali classes has received the sanction of Government, and will be brought into force in the ensuing Session. Under the system proposed, the students will have to pass an examination at two separate periods, one of a theoretical nature at the close of their second year of study, and the other of a purely practical character at the termination of their College career. Confining the attention of the pupils entirely to practical subjects during the whole of their last year of study, will, we hope, enable us to furnish Government with a far more useful class of servants, more fitted for the special duties they are called on to perform, than we have been able to do under the old plan. The duties of a Native doctor are essentially of a practical character. He is required to be a good, active Hospital assistant, but is not required, except under exceptional circumstances, to be possessed of any very high degree of theoretical information.

During the course of the year, a request has been made to the Government of India in the Foreign Department, for the services of one of the students of the Military class to undertake the duties of Demonstrator of Anatomy in the Vernacular School of Medicine which is at present being established under the auspices of H. H. the Maha Rajah of Jeypore. The request having been complied with, a practical examination was held in the dissecting-room

of the College at the close of the Session, with the view of awarding the offered appointment to the student best qualified to undertake its duties. The examination was conducted by the Professor of Physiology, the Native teacher of Anatomy, and the Professor of Descriptive and Surgical Anatomy.

Three candidates presented themselves and all passed their examination in a highly creditable manner. Their dissections and the intimate knowledge of anatomy they exhibited reflected the very highest credit upon their teacher, Sub-Assistant Surgeon Tumeez Khan. Nujeeb Khan, who has also obtained the gold medal for general proficiency this year, proved himself, on the whole, the best anatomist, but both Hyder Khan and Brindabun Doss, who were the other candidates, are deserving of very honorable mention, and have each been presented with a Certificate of Honor. With the view of encouraging the study of English amongst the students of this class, the Government, in 1859, offered a bonus of Rupees 250 to all who, at the end of their College studies, should succeed in passing a satisfactory examination in the English language. This year five students presented themselves for examination. In conducting the examination, I was assisted by two of the Professors of the College, Dr. Fayrer and Dr. Macnamara. The candidates were required to work sums in the ordinary rules of arithmetic as far as the Rule of Three, to read, and to write from dictation. Brindabun Doss and Abdool Wahub acquitted themselves so well as to be considered deserving of the bonus. The other 3 candidates, however, though moderately *au fait* at their arithmetic and reading with tolerable facility, yet failed so signally in writing from dictation, that they were deemed scarcely to have attained the requisite standard. In maintaining discipline in the Military class, I have been greatly assisted by Staff Serjeant Day, to whose uniformly good conduct I beg to bear my warmest testimony.

Bengali Class.

In the Bengali class, there were at the commencement of the Session 46 students remaining from former years, 69 new pupils

were admitted, making a total of 115. Of these 6 students have succeeded in passing their final examination, and are now qualified for admission into the Government service as Native Doctors, 7 students have been remanded for further short periods of study, and 7 have been rejected; 29 students of the class have been struck off the Rolls in the course of the year for irregularity of attendance, so that at the end of the Session the class consisted of 86 members, of whom 82 were Hindoos, 2 Mahomedans, and 2 Christians. The conduct of the students of this class has been fair. Their progress, however, has not been as satisfactory as could be wished. There has been a very great degree of irregularity of attendance both upon Hospital and Lectures. This irregularity, I am sorry to say, is not a new characteristic of the Bengali class. In intelligence and general ability, they are equal, indeed superior, to the students of the Military class; but still, with few exceptions, they have disappointed the expectations of their teachers, and are not forming as valuable a set of public servants as it was originally hoped they would.

In the last Annual Report of the College, Dr. Eatwell suggested that candidates for admission into this class should undergo a preliminary apprenticeship of one year in the local Jail Hospitals and Dispensaries, instead of being sent direct to the Medical College from the provincial schools, as at present. They would thus acquire some slight insight into the nature of the work they would afterwards be called upon to perform, and their abilities for its successful fulfilment might be, to some extent, tested. Under the present system boys are often sent to us who have not the faintest conception of the nature of the studies they are about to engage in, and many shrink back with disgust from the duties of the Hospital and the dissecting room. The objection which Natives of Bengal have to leaving their own district is well known. Many of our Bengali class Native Doctors share this objection to its fullest extent, and thus become comparatively valueless for general Medical service. They might, however, I think, be made use of as a rule in the districts to which they belong; and I would suggest that, for the future,

boys who desire to enter the Medical College should first be required to serve a year in a local Jail Hospital or Dispensary; then, if considered fit, drafted to the Medical College to complete their education, and finally re-transferred to their own districts for Government employment. To students thus selected, I would, as a rule, restrict the award of Government stipends, leaving, as at present, an unlimited free list for the general encouragement of the study of European Medicine.

Museum.

Several important additions have been made to the Museum in the course of the year. To the department of Human and Comparative Anatomy and Zoology, 52 specimens have been added, of which 15 were wax models of the brain and the organs of hearing which have been imported from England. To the Department of Pathology, 59 specimens have been added, including 8 wax models illustrating diseases of the skin and liver.

Library.

Four hundred and ninety-two volumes have been added to the Library in the course of the year. A detailed Return is appended to this Report. The catalogue of the works we possess is far from being a satisfactory one, and the present arrangement of the books themselves exceedingly defective. During the approaching vacation, I hope to be able to rectify much that is wrong, and I have already had many of the works which require it most re-bound.

Dissecting Department.

Upon the efficiency of this department must necessarily depend the success of the Medical College as an anatomical school. It may seem a bold assertion, but I make it advisedly, that no school in the world offers such opportunities for anatomical study. I wish I could conscientiously add that in no school is anatomical knowledge so sought after, and such advantage taken of the opportunities offered. I cannot, however, venture upon such a statement; not that I would wish to imply that a thorough knowledge of anatomy is

never met with amongst our pupils, but that few fully avail themselves of the opportunities they enjoy, the majority devoting themselves rather to the acquirement of mere book knowledge, instead of seeking for a practical insight into the wonderful structures of the human frame, which can be attained only in the dissecting room. To those who are at all acquainted with the anatomical schools at home, an idea of the superior advantages offered for the study of anatomy in this country will be conveyed by the following statement of the subjects which have been available for dissection in the course of the past year. No less than 1,277 subjects have been brought to the College for dissection. Of these 423 have been distributed to the English class, 463 to the Military and Bengali classes, 206 employed for the demonstration of the lectures on anatomy and surgery and for surgical operations, 83 used for the final examinations, 52 for the preparation of skeletons, &c., and 50 have proved to be in excess of the demand.

The Hospital.

A report upon the progress of a Medical School can scarcely be considered complete, which fails to point out the resources that are available for imparting instruction by the bedside of the sick. It is by such instruction alone that the Medical student can be made to comprehend the manner in which the principles that are taught him in the class room are carried into actual practice. It is in the wards of a Hospital only that he can educate his eye, his ear, and his hand to that delicacy of perception so essentially necessary for the successful practice of the Medical profession. Few schools, I think, afford greater facilities than the Medical College for the acquirement of such practical information. The Hospital attached to the institution is a very large one ; its wards are invariably full, and into the several departments of which it consists, are admitted examples of almost every disease to which the human frame is liable. Every student during the last 3 years of his study enjoys the privilege of acting as a Clinical Clerk or Dresser, and as a guarantee for the excellence of the clinical instruction which they

then receive, I need only refer to the well-known zeal and professional reputation of the Hospital Medical Officers. As a means of imparting a sound professional education, the Medical College Hospital is a most invaluable institution. Its value, however, cannot be fairly estimated from a mere educational point of view; it has other and far higher claims upon the public sympathy. An institution that is the means of affording relief to upwards of 25,000 suffering fellow-creatures in the course of a single year has claims upon the public gratitude which can scarcely be exaggerated. In the year 1860 no less than 5,284 in-patients, including those under Dr. Archer's treatment in the Eye Infirmary, were received within its walls, and in the different Sub-Divisions of the out-patient department no less than 20,000 persons received the benefits of Medical advice.

That the benefits conferred upon the community by the Medical College Hospital are beginning to be appreciated, we have had tangible proof in the course of the past official year in the form of a legacy of Rupees 6,600 left to the Institution by the late Mr. Owen John Elias, and a donation of Rupees 300 recently made to us by Mr. Wise of Dacca. I must not omit to allude here to the liberal manner in which the public have continued, through the medium of the Ladies' Hospital Nursing Committee, to support the Nurses attached to our European wards; and I would wish to record the sincere thanks of my colleagues and myself to the ladies through whose instrumentality this useful addition to the comforts of our European patients has been secured.

In conclusion, I beg to give expression to my most heartfelt thanks to my colleagues in the College Council, for the assistance they have uniformly afforded me in the execution of my duties, and for their obliging readiness in favoring me with their opinions and advice. I would wish also to record my satisfaction with the manner in which the Native teachers have performed their arduous and responsible duties. Baboo Sib Chunder Kurmokar has been compelled by ill-health to leave the College for a time. During his absence his duties have been most ably performed by Sub-Assis-

tant Surgeon Tameez Khan, who has in addition continued to instruct the Vernacular Classes in his own special branch, anatomy, with his usual zeal and success. Baboo Ram Narain Doss continues to maintain the reputation he has so well earned in the course of 22 years' service under Government. Baboo Prosono Coomar Mitter, while continuing to give instruction in his class in medicine, has also, since Dr. Eatwell's departure, held with credit the office of Assistant Physician to the Hospital, temporarily vacated by Dr. Chuckerbutty. To each and all of these gentlemen I wish to tender my best thanks, and to congratulate them on the progress which the Military and Bengali students of the College have made under their instruction.

CIVIL ENGINEERING COLLEGE.

FROM THE REPORT OF THE OFFICIATING PRINCIPAL, MAJOR W. E. WARRAND.

THE College of Civil Engineering closed its Fourth Session on the 13th April last, when the annual distribution of prizes took place.

2. This year for the first time three separate classes of students attended, and the senior has just completed its prescribed course of three years' study. The result of the examination was that—

5 students qualified for the grade of Probationary Assistant Engineers.
1 student ditto ditto ditto Sub-Engineer.
9 students ditto ditto ditto Probationary Assistant Overseers.
2 ditto ditto ditto ditto Sub-Overseers.

Five students also competed for the degree of Licentiate in Civil Engineering for the first time, of whom

3 passed in the first grade,
2 ditto ditto second ditto.

	April 1860.	April 1861.
First Class,	0	10
Second Class,	24	29
Third Class,	39	44
Total No....	63	83

3. On the 13th April last, the College consisted of students as per margin, showing an increase of twenty over the number of present last year.

4. The examinations lasted nearly three weeks, the Examiners being in

Mathematics and Natural Philosophy, Mr. Martin, of the Berhampore College.
Civil Engineering, ... Major Warrand.
Geodesy and Drawing, ... Major Sherwill.

The examination was a strict and searching one, as the papers will show, (a copy of which is forwarded, together with the tables of the

results), and I am glad to say that, on the whole, the results are satisfactory. The projects and note-books of the students were good, showing that they had made satisfactory progress in practical Engineering under the instruction of the late Lieutenant Gordon, Professor of Constructive Design. Under that Officer the students visited the Howrah and Kidderpore Bridge Iron Yards, the Mint, the Akra Brickfield, and other Engineering works in the neighbourhood; and, as stated above, the note books and sketches of machinery show the attention they paid to, and knowledge obtained from, the various works they inspected.

5. During the latter half of the Session the educational course has suffered much interruption from the illness of the Professors of Surveying and of Constructive Design. Lieutenant Gordon, Professor of Constructive Design, died on the 14th February last; and Major Sherwill, Professor of Surveying, has been obliged to proceed to England on sick leave; the latter had been connected with the College since its commencement.

6. During the cold season the whole of the College was employed in surveying operations at Raneegunge. The students were divided into squads of three or four, and each squad executed an independent survey, the whole being under the superintendence of Major Sherwill.

7. In December I was appointed to officiate as Principal, relieving Major Chesney, who, during the whole of the Session, had been fully employed in the Office of the Department of Public Works Accounts for Bengal.

8. No lectures were given during the session in the Physical Sciences, but now some models have been received from England, and a course of lectures will be delivered during the ensuing year by the different Professors. A monthly allowance of Rupees 100 has been sanctioned for models, and will be of great use in enabling us to obtain some models of bridges, &c.; but a large sum is much needed to obtain English models of machinery and chemical apparatus.

CALCUTTA MADRISSAH.

....

FROM THE REPORT OF THE OFFICIATING PRINCIPAL, CAPT. E. ST. GEORGE.

* * * * * *

Arabic Department.

THIS Department contained in March last, when the Annual Examination took place, 102 students, divided into 5 classes, containing respectively 17, 12, 23, 34, and 16 students. The 1st and 2nd classes competed for Senior, and the 3rd and 4th classes for Junior Scholarships; the 5th class only remaining for examination.

Of this class 16 students presented themselves for examination. They had read during the Session 100 pp. of the Nowadir-Al-Qaliooby—106 pp. of the Nafahat-Al-Yaman—the whole of the Hidyat-Al-Naho—and 64 pp. of the Fasool Akbaree.

This class was examined by Moulvee Mahomed Wujeeh, the Head Professor.

Mahomed Huneef and Sunnee Ooddeen are recommended for prizes:—

* * * * *

ANGLO-PERSIAN DEPARTMENT.

The Examination for Entrance into the Calcutta University took place in December last, and the usual Annual Examination of this Institution was also held in that month.

The 1st class contained 8 students, of whom 6* went up for the University Entrance Examination. Out of these students 4 passed in the 1st and 2 in the 2nd Division.

* Hameed Ooddeen.
Kulleem Oor Ruhman.
Mahomed Yaseen.
Abdool Quadur.
Mahomed Ahmud.
Abdoor Ruheem.

The Anglo-Persian Department was examined in English by Professor Cowell, who reports as follows:—

"I have the honor to forward the accompanying Returns of the Examination, and I am glad to be able to speak very favorably of the way in which most of the classes have acquitted themselves. The classes which attempted an English version could on the whole give very fair answers as to the structure of the sentences, and the meaning of the words. The fourth class was not so good as the others, more especially in parsing, wherein many, I think I might say *all*, failed. The Oordoo Translations of the lower classes were generally deficient in closeness to the original, and I was surprised to see that their tenses were often quite wrong.

"I examined the upper classes *viva voce* in Geography, and found them very well acquainted with the parts they had learned. The same may be said of their History."

Persian Examination. The Anglo-Persian Department was examined in Persian by the Principal, who reports as follows:—

"The improvement exhibited in the classes generally is marked, and shows that the Teachers have been active and efficient."

* * * * *

Oordoo Examination. Moulvee Kubeer Ooddeen Ahmud conducted the Examination in Oordoo. His report is subjoined:—

"Agreeably to your instructions I examined the Anglo-Persian Department of the Calcutta Madrissah, in Oordoo, on the 29th, 30th, and 31st December last.

"The number of students in the list was 78, of which 8 were absent. The remaining acquitted themselves satisfactorily, with the exception of a few boys."

* * * * *

Bengali Examination. Pundit Ram Narain Vidyarutna examined the students of the Anglo-Persian Department in Bengali. His report is annexed:—

"According to your orders I have examined the boys of the Anglo-Persian Department of the Calcutta Madrissah, and found their progress, on the whole, satisfactory, attesting the diligence and labor of the Pundits.

"I have only examined six classes—from the 2nd to the 7th class. I could not examine the boys of the first class, because of the University Entrance Examination which they were attending.

"I am very much pleased with the first four classes for their accurate and intelligent translation from English into Bengali, and I was quite surprised at hearing their, for the most part, pure pronunciation.

"The boys of all the classes read very well, their explanations were creditable, and they spelt almost all the words which I asked them correctly. Some of them, moreover, could, in an extraordinary manner, divide the compound words and give their root meanings, but I am sorry to say that no boy properly answered the grammatical questions which I set the various classes."

* * * * *

COLINGAH BRANCH SCHOOL.

FROM THE REPORT OF THE OFFICIATING PRINCIPAL OF THE CALCUTTA MADRISSAH, Capt. E. St. GEORGE.

Officiating Head Master,—Baboo BHUGGOBUTTY CHURN GHOSE.

* * * *

1. The following is the Report of Mr. Rogers, who conducted the examination of the School in English :—

"I have the honor to report to you the result of the annual examination of the Colingah Branch School, which I conducted in pursuance of your instructions before the Christmas Vacation commenced."

2. The number of scholars borne on the Rolls at the time of the examination was 167, or 54 more than at the termination of the previous Session; of whom 162 were Mahomedans, 4 Hindoos, and one Native Christian. They were divided into 6 classes, in the proportion noted on the margin.

1st Class,	... ...	10 boys
2nd Ditto,	... ...	10 ditto
3rd Ditto,	... ...	17 ditto
4th Ditto,	... ...	18 ditto
5th Ditto,	... ...	20 ditto
6th Class,	1st Division,	20 ditto
	2nd Ditto, ..	16 ditto
	3rd Ditto,...	13 ditto
	4th Ditto,...	14 ditto
	5th Ditto,...	10 ditto
	6th Ditto,...	19 ditto
Total		167 boys.

3. All the classes, except the 1st, the pupils of which went up to the Entrance Examination, were searchingly examined by me in the various subjects that they had studied during the past Session. The result was, on the whole, more satisfactory than I had anticipated.

4. The course of study of the 2nd class comprised Goldsmith's "Deserted Village;" No. 4 Prose Reader, Hiley's Grammar; the 6th, 7th, and 8th Chapters of Murray's History of British India; the Geography of Europe; Arithmetic as far as Vulgar and Decimal Fractions and Simple Interest; Algebra up to Multiplication,

and the 1st Book of Euclid. The reading and explanation of their Poetry were indifferent; the former was lame and monotonous, and the latter neither ready nor clear. Most of the students, however, acquitted themselves tolerably well in Spelling and Parsing. Of the leading facts of the portion of Indian History read by them, they possessed a pretty fair knowledge; and their answers were, for the most part, expressed in better English than those of the preceding year. In Geography the majority appeared deficient, but this was in some degree counterbalanced by the improvement exhibited in Mathematics. With a few exceptions, the hand-writing of the rest of the class was very slovenly for students of their age and standing.

* * * * *

Oordoo Examination.

The examination in Oordoo was conducted by Moulvee Mahomed Wujeeh, the Head Professor of Arabic in the Arabic Department of the Calcutta Madrissah, whose report on the progress of the students is on the whole rather unfavorable. He recommends the substitution of other class books for those now in use, which, he avers, contain words and expressions not commonly used in Calcutta. He also recommends some change in the mode of teaching, and points out the necessity of appointing an Assistant to the Teacher in this language, as the pupils number 113, a number which it is impossible for one man to instruct efficiently.

* * * * *

Bengalee Examination.

5. Pundit Joygopal Surma submits the following Report on the examination in Bengali:—

"I have the honor to submit my Report of the Bengali examination of the Colingah Branch School for Session 1860.

"In December last I examined the boys of the three highest classes in the subjects read by them during the last Session, and am glad to say that the result was on the whole very satisfactory The boys answered with readiness and accuracy the questions I asked them."

SANSCRIT COLLEGE.

FROM THE REPORT OF THE PRINCIPAL,
MR. E. B. COWELL, M. A.

I HAVE the honor to forward my Report of the Sanscrit College under my charge, for the year ending April 30th, 1861.

No. of Pupils.

On the 30th April 1861, there were in all 298 pupils in the Sanscrit College; of these 29 were Scholarship holders in the College, (beside these one holds his Scholarship for two years in the Medical College,) 21 hold Vernacular Scholarships, and the remaining 248 are paying pupils.

Changes in the Education Staff.

During the past year Pundit Nundocoomar Tarkaratna resigned his post as seventh Grammar Pundit, and Pundit Rammoy Kabiratna was promoted into his place from the eighth Grammar Punditship; and Pundit Jadunath Mookerjee was appointed eighth Grammar Pundit in the latter's room. Baboo Radha Govind Moitra, B. A., the fourth English Master, obtained six months' sick leave on Medical Certificate, and his place was supplied by Baboo Haranchandra Chatterjee. Soon after his return to his post he was appointed Deputy Inspector of Pubna, and his post, as fourth English Teacher, has been given to Baboo Calica Doss Dutt, B. A. Pundit Chandrakanta obtained six months' leave on Medical Certificate, and his place was supplied by Pundit Muttylal Bhattacharjee, formerly a student of the College; and similarly Baboo Tarinichurn Chatterjee obtained three months' sick leave, and his place was temporarily supplied by Baboo Russicklal Banerjee, the sixth English Master, while Baboo Promothnath Mookerjee was appointed to officiate for the latter.

University Examination.

Ten students applied to pass the Entrance Examination last December; of these one did not appear; of the nine who were examined, four were

successful, and one of these was placed by the Examiners in the first Division.

University Studies.

The College was affiliated to the Calcutta University in August last, like the Sanscrit College at Benares, and a small class has been formed of our advanced students who have passed the Entrance Examination, to enable them to continue their University studies, while at the same time they may prosecute their Sanscrit studies further, especially in Hindu Logic and Law. In carrying out this plan, I would especially mention that I have had the active co-operation of the Head Master, Baboo Prosonocoomar Surbadhicary, who has cheerfully labored hard to forward my wishes.

College Examinations.

In the Junior classes, two Examinations were held during the past year: one in September, and the other in April. As I am very anxious that the students of the College should be thoroughly grounded in the Sanscrit Grammar I have lately introduced in several of the higher classes, from the sixth or second Literature class upward, the study of one of the native Grammarians. These works are unfitted from their abstruseness for the use of the lower classes, and for *these* it is impossible to find a more admirable introduction to the Sanscrit Grammar than the Kaumudi of Pundit Vidyasagor; but I have felt the need of some more elaborate work for the more advanced students, and I have therefore lately had an hour a day in the upper classes devoted to the study of Vopadeva's Mughabodha. Advanced students bring with them a more mature mind as well as a large amount of previous knowledge, and in this way I trust that they will be able to derive all that thorough grammatical training which Vopadeva's work is so calculated to ensure, without the excessive expenditure of time and labor which its use by *young* students must involve.

Scholarships.

The Examination for the Junior and Senior Scholarships was held in the second and third weeks of April. The students of the fourth or Rhetoric class were examined in the subject of the year,—English

and Sanscrit. Their examination was exclusively written; hitherto the English part has been chiefly oral. The third and second classes were examined in the year's subjects, which in English embraced more or less of the Entrance subjects of the next University Examination. In Sanscrit the third class were examined in Law, and the second in Logic, and besides these, the special subjects of the past year, they were also examined in certain other subjects which were not read in the College course, as some Sanscrit dramas and part of the Purva Naishadha; and certain portions of Rhetoric which were required to be thoroughly and minutely known. Besides these, they had papers set them for translation from English into Sanscrit, and *vice versa*, as well as an Essay in Bengali. The examinations were entirely on paper; they were conducted, as heretofore, chiefly by the Principal and Assistant Principal for the general subjects in the English and Sanscrit courses, the Professors examining in each of their special subjects, Rhetoric, Law, and Logic. The results of the Examination on the whole were satisfactory, except in the English of the fourth class, which was by no means what it should have been. I think that this failure may be very much owing to the changes of teachers which that class has suffered from, in consequence, first, of Baboo Radha Govind Moitra's absence from illness; and then, of his subsequent promotion and removal from the College.

Library.

During the past year several valuable accessions have been made to the Library in English as well as in Sanscrit Literature: under the latter head I may especially mention Dr. Max Muller's and Mr. Muir's works on Ancient India, and two volumes of Dr. Weber's edition of the White Yajur Veda.

The Arracan Schools are not under the control of the Director of Public Instruction. The following Extracts are from the report of Major G. VERNER, *Commissioner of Arracan.*

2. There are only two Government Schools in Arracan. One at Akyab, established in March 1846; the other established first at

the Town of Ramree in 1838, and afterwards removed to Kyouk Phyoo, where it now is.

3. *Akyab School.*—The Akyab School is under the supervision of Captain Faithfull, Deputy Commissioner, First Class.

4. The Annual Examination of the several classes was, during the absence of Captain Faithfull in the Mofussil, conducted by Captain Leigh, Deputy Commissioner, Third Class, on the 5th and 6th of April last, in conjunction with Dr. Graham, Civil Assistant Surgeon, and Baboo U. C. Kastogree, Sub-Assistant Surgeon, in the English Department, and in the Vernacular by Naboukay Myothoogyee and Thoon Oo, Sherishtadar of the Deputy Commissioner's Court.

5. The Examiners both in the English Department and in the Vernacular were well satisfied with the manner in which the pupils acquitted themselves, with very few exceptions.

6. The number of pupils increased during the year from seventy-four to eighty-two, which is satisfactory. The Head Master, Mr. Fell, passed a successful examination in Burmese colloquial on the 22nd of October last. He is attentive, and I have reason to be satisfied with him as Head Master, and the under-Masters are said to have given him satisfaction in the performance of their respective duties.

7. *Ramree School.*—The School at Kyouk Phyoo, in the District of Ramree, is under the superintendence of Captain Ripley, Deputy Commissioner, who held the Annual Examinations on the 8th April, assisted in the English Department by Mr. T. W. Hunt, Salt Superintendent; Dr. Thomas, Sub-Assistant Surgeon; Mr. McMillan, Telegraph Department; and Mr. Pereira, Head Assistant, Commissioner's Office; and in the Vernacular Department by Guapeng Myothoogree, Phanew and Moungtha Oo, Pleaders. I was also present at the Examinations, which on the whole were satisfactory.

8. The number of pupils has considerably increased during the year. There were eighty-two to sixty-one the previous year. which is satisfactory.

9. Captain Ripley reports that Mr. DaCosta, Head Master, has given him satisfaction during the past year, and the Head Master

reports that the Junior Masters have conducted themselves well, but Captain Ripley does not consider the Second Master up to his work; it would, however, be a difficult matter to secure the services of another person properly qualified to fill the situation.

10. Prizes of Books will be distributed in both Schools to the most deserving lads, as soon as they can be obtained from Calcutta. Some Books will also be added to the School Libraries.

11. In both Schools the pupils show progress, and they have increased in numbers. I trust His Honor will consider the Report satisfactory.

Appendix B.

I.—Circulars, &c., issued by the Director of Public Instruction.

[*Circulated to the Inspectors of Schools for information and guidance.*]

Nos. 770 to 774.

Extract from a Despatch from the Right Hon'ble the Secretary of State for India in Council, in the Education Department, No. 4, *dated the* 8*th February* 1860.

Paras. 7 and 8.—9. The teachers of grant-in-aid Schools, entitled to the benefit of the pension rules, are very properly protected against the loss of such advantages from the caprice of the local managers by a rule which vests in the Divisional Inspectors the power of dismissal, as well as of appointment. With reference to Rule 4, the assent of the teachers themselves should be made necessary to any act of the local managers, involving the relinquishment of the claim to pension, on condition of which the right of appointment and dismissal in the case of any particular teacher is to revert to the managers.

(*Circulated to the Authorities of Colleges and Schools.*)

No. 309.

FROM

LORD H. U. BROWNE,

Under-Secretary to the Government of Bengal,

To

THE DIRECTOR OF PUBLIC INSTRUCTION.

Dated the 22nd March 1860.

General.

SIR,—I am directed by the Lieutenant-Governor to forward for your information and guidance the accompanying copy of a communication* from the Secretary to the Government of India, in the Financial Department, conveying the instructions of the Secretary of State for the adjustment of salaries of Government Officers who may be committed to prison either for debt or on criminal charges; and to request that you will be so good as to make the necessary communication to all functionaries subordinate to you.

* No. 1413, dated the 20th ultimo.

From C. H. Lushington, Esq., Secretary to the Government of India, Financial Department, (No. 1413, *dated the 20th February* 1860.)

SIR,—I am directed to transmit for information and guidance the following Extract from the 9th paragraph of a Despatch from the Right Hon'ble the Secretary of State, No. 80 of 1859, dated the 22nd December.

"When a servant of Government is committed to prison either for debt or on a criminal charge, he should be considered as under suspension from the date of his arrest, and not allowed to draw any pay until the termination of the proceeding against him, when an adjustment of his allowances will be made according to the circumstances of the case, the full amount being given only in the event of the Officer being acquitted of blame, or (if the imprisonment was for debt) of its being proved that the Officer's liability arose from circumstances beyond his control."

[*Circulated to the Inspectors of Schools for information and guidance.*]

No. 862.

To

THE INSPECTOR OF SCHOOLS.

Dated the 16*th May* 1860.

SIR,—I have the honor to acknowledge the receipt of your letter No. 247 A., dated 24th ultimo.

2. I consider it clearly proved that the Deputy Inspector of * * * has largely overcharged in his travelling allowance bills by over-stating the distances actually travelled, and that the defence which he has offered is altogether vague and unsatisfactory. On the most favorable view of his case it is impossible to acquit him of gross and culpable carelessness; and I therefore consider it necessary to reduce him to the 2nd Grade of Deputy Inspectors as a punishment for his fault and as a warning to other Deputy Inspectors of the Department.

3. The sum overcharged, amounting to Rupees 203-8, as calculated by you is of course to be refunded.

4. I have forwarded a copy of this letter, omitting the names, to all the Divisional Inspectors for circulation among their Deputies, and I beg that you will be good enough to circulate it in like manner in your own Division.

[*Addressed to the Inspectors and the Authorities of Colleges and Schools.*]

No. 2.

Dated the 19*th May* 1860.

SIR,—Under instructions from Government I have the honor to request that you will, in drawing up your Annual Reports, confine yourself "as much as possible to a record of past transactions," and avoid "the introduction into them of controversial subjects."

[*Addressed to the Managers of Private Schools.*]

No. 4.

Dated the 18*th July* 1860.

SIR,—With reference to the Rules for the award of Government Junior Scholarships to candidates from private Schools dated the 19th February* 1858, and subsequently amended by Circular dated 7th February 1860, I have the honor to state that, under instructions from Her Majesty's Secretary of State for India, the following proviso has been added to Rule 2.

* Printed at Page 18 of Appendix B. to General Education Report for 1857-58.

"Provided,† however, that one of the two languages in which candidates have passed must be an oriental one."

† This proviso is applicable also to Government Colleges.

[*Addressed to the Inspectors and to the Authorities of Colleges and Schools.*]

No. 5.

Dated the 18*th July* 1860.

SIR,—Adverting to paragraph 3 of Circular No. 9,‡ dated 29th October 1856, I have the honor to inform you, that the Lieutenant-Governor has been pleased, on my recommendation, to cancel, from the 1st ultimo, the rule which subjected Masters of Colleges and Schools to a deduction of pay whenever any of these Institutions are closed at times other than the athorized vacations.

‡ Printed at Page 19 of Appendix B. to General Education Report for 1856-57.

2. Whenever it is considered necessary to close a College or School except for the regular vacations, the sanction of this Office must be previously obtained through the regular channel.

[*Addressed to the Inspectors and Principals of Colleges.*]

Nos. 1335 to 1346.

Dated the 28*th July* 1860.

SIR,—In order to provide an efficient check upon the receipts and charges connected with the surplus fees of Colleges and Schools

I have the honor to direct that, in all cases in which charges debitable to surplus fees have been sanctioned, you will certify in your monthly bills, on your own responsibility, that surplus fees are actually available to meet such charges. You will also at the close of each official year transmit to the Accountant to the Government of Bengal a statement, shewing the entire receipts and charges of any School or College for which expenditure from surplus fees has been authorized during the year.

[*Addressed to the Principals of Colleges.*]

Nos. 1383 to 1387.

Dated the 7th August 1860.

Sir,—Under orders from Government I have the honor to inform you that, from and after January 1862 the University 1st Examination in Arts will supersede the Departmental Examination for the award of Senior Scholarships. The course of study for 1st year Students must therefore at once be framed in accordance with the notification issued by the University, prescribing the subjects of Examination for the 1st Examination in Arts of January 1862.

[*Circulated to the Inspectors and the Authorities of Colleges and Schools.*]

No. 1440.

From

The DIRECTOR of PUBLIC INSTRUCTION,

To

E. LODGE, Esq., B. A.

Inspector of Schools, South Bengal,

Fort William, dated 14th August 1860.

Sir,—With reference to your letter No. 610, dated 20th ultimo, I have the honor to state that casual leave may be granted to Masters of Zillah Schools by the Local Committees of Public

Instruction without reference to this office, as directed in Sections 2 and 3 of the Resolution of the Government of India in the Financial Department, No. 5674, dated 28th September 1858. Leave so granted, however, should be reported to the Inspector of the Division.

* Printed at Page 19 of Appendix B to General Education Report for 1858-59.

[*Circulated to the Inspectors of Schools for their information and guidance.*]

Nos. 305 to 309.

Extract from a Despatch from the Right Hon'ble the Secretary of State for India, to His Excellency the Right Hon'ble the Governor General of India in Council, in the Education Department,—(No. 24, dated London, the 31st August 1860.)

PARA. 10.—It is most important that Government should signify, in a marked manner, its sense of conduct not perfectly honest and straightforward on the part of Managers of Aided Schools ; and, as a general rule, therefore, the grant should be withdrawn from any School the Managers of which may so offend. I am not altogether satisfied with the reasons which induced the Lieutenant-Governor to refrain from this course in the case of the Aheritollah School, bnt I am, nevertheless, not disposed to interfere with the discretion which he exercised in the matter.

Bengal Education Narrative, No. 2 of 1860, dated 24th February. Paragraphs 44 and 45.

[*Communicated to the Inspectors of Schools for their information and guidance.*]

No. 87.

Extract from the Proceedings of the Government of India, in the Financial Department, under date the 11th October 1860.

Read an Extract from the Home (Revenue) Department, No. 2188, dated the 2nd instant, with enclosures, on the subject of a remonstrance from the Director of Public Instruction, Lower

Provinces, against deductions made by the Civil Auditor on account of the Income Tax from some of the Grants made by Government in aid of private Schools.

Read the Endorsement from this Department, No. 10010, dated the 4th instant forwarding the above mentioned Papers to the Government Solicitor for the Advocate General's opinion.

Read the Letter from the Government Solicitor, No. 357, dated the 9th instant, forwarding the Advocate General's opinion.

RESOLUTION.—At the instance of the Director of Public Instruction, Lower Provinces, the Government of Bengal refers for consideration the question whether Income Tax should be levied from Grants-in-Aid which are not devoted to the payment of Salaries, or from sums assigned by Government for Rewards to the Masters and Pupils of indigenous Schools.

The Advocate General is of opinion that the Grants-in-Aid made by the Government in respect of Schools are not subject to the operation of the Income Tax.

With respect to the Rewards paid by the Government to the Masters and Pupils of indigenous Schools, he observes; "I am of opinion that neither the Civil Auditor, the Accountant General, nor the Sub-Treasurer has any authority to deduct Income Tax from such Rewards or to assess the Recipients in respect of them. If a Fund or Book Debt existed, the Interest on which was devoted to the payment of these Rewards, or of the Grants-in-Aid, it would be the duty of the Accountant General and Sub-Treasurer to assess and deduct the Duties upon such Interest without reference to the purposes to which the Interest was to be applied, unless such Interest could and were exempted by the Government as devoted to public charitable purposes. But where the payment is made, not from the Interest of any Fund or Book Debt, but generally from the Revenue of India, I do not think the sums paid for the purposes described fall under any of the heads mentioned in Sections 26 and 27 in Schedules 3 and 4, or in Parts 9 and 10 of the Act, or that any duties can be assessed thereon or deducted therefrom in the first instance."

"The Rewards thus paid to the Teachers of private Schools will fall within Schedule 2 of the Act, and the Teacher, unless exempted under Part 13, will have to return the total amount of such Rewards received during the preceding year as part of the profits earned by his employment. So too, any Rewards in addition to Salary, paid to the Teacher of a Government School, would fall within Rule 3 under Schedule 4, and would be returnable by the Recipient as part of the Income under Part 4."

But in neither case could Income Tax be properly assessed or deducted in the first instance from the sums payable for such Rewards before payment to the Teacher himself.

"Rewards granted by Government to Pupils in indigence are not, I think, subject to the provision of the Income Tax at all. The condition of such a pupil cannot be deemed a profession, trade, or employment, within the meaning of the Act, and the payment is not a periodical one but is made once for all, though the same pupil may on several occasions obtain different rewards.

The Governor General in Council directs that the above opinion be acted upon.

* * * * * * * * *

Appendix C.

Return of Senior Scholarships gained during the Year 1860-61.

Names of Scholars.	College at which gained.	When gained.	Monthly value of Scholarships.	For how long tenable.
Omorto Lall Pall, ...	Presidency College	1860-61	Rupees 25	Two Sessions.
Troiloko Nath Mitter,...	Ditto	,,	,, 25	Ditto.
Debendro Lall Bose, ...	Ditto	,,	,, 25	Ditto.
Omur Nath Bose, (2nd)	Ditto	,,	,, 25	Ditto.
Nobin Kissen Mookerjee, ...	Ditto	,,	,, 25	Ditto.
Obenash Chunder Ghose, ...	Ditto	,,	,, 25	Ditto.
Poorno Chunder Mitter, ...	Ditto	,,	,, 25	Ditto.
Grish Chunder Chowdry, ...	Ditto	,,	,, 25	Ditto.
Gooroo Persaud Sen, ...	Dacca College ...	,,	,, 20	Ditto.
Peary Lall Gooho, ...	Ditto	,,	,, 20	Ditto.
J. H. Beglar, ...	Ditto	,,	,, 20	Ditto.
Koylash Chunder Sircar, ...	Ditto	,,	,, 20	Ditto.
Krishna Chunder Chatterjee, ...	Kishnaghur College	,,	,, 20	Ditto.
Roby Chunder Gangooly, ...	Ditto	,,	,, 20	Ditto.
Koylash Chunder Mookerjee, ...	Ditto	,,	,, 20	Ditto.
Nuffer Chunder Bhutto, ...	Berhampore College	,,	,, 20	Ditto.
Tara Bilas Mitter, ...	Ditto	,,	,, 20	Ditto.
Boycont Nath Sen, ...	Ditto	,,	,, 20	Ditto.
Sree Kanto Mullick, ...	Hooghly College ...	,,	,, 20	Ditto.
Shib Chunder Dey, ...	Ditto	,,	,, 20	Ditto.
Cally Prosunno Mookerjee,...	Ditto	,,	,, 20	Ditto.
Troeloko Nath Mitter, ...	Ditto	,,	,, 20	Ditto.

Return of Junior Scholarships gained during the year 1860-61.

Names of Scholars.	School at which gained.	When gained.	Monthly value of Scholarships.	For how long tenable.
Aushootosh Naug, ...	Balasore School ...	1860-61	Rupees 8	Two Sessions.
Ombica Churn Chowdry,	Bancoorah ,, ...	,,	,, 8	Ditto.
Coylash Chunder Chatterjee,	Ditto	,,	,, 8	Ditto.
Rashbehary Ghose, ...	Ditto	,,	,, 8	Ditto.
Chunder Coomar Roy,	Barrackpore School	,,	,, 10	Ditto.
Aughur Nath Battacharjee,	Ditto	,,	,, 8	Ditto.
Mohendro Nath Sen, ...	Baraset School	,,	,, 8	Ditto.
Bamachurn Chatterjee,	Ditto	,,	,, 8	Ditto.
Kesubnath Bishee, ...	Bauleah School ..	,,	,, 10	Ditto.
Kristochunder Sircar,...	Ditto	,,	,, 8	Ditto.
Chundernath Roy, ...	Ditto	,,	,, 8	Ditto.
Shoshodhur Roy, ...	Berhampore Collegiate School	,,	,, 8	Ditto.
Chunderkant Mitter, ...	Beerbhoom School	,,	,, 8	Ditto.
Ramaprosunno Sing, ...	Ditto	,,	,, 8	Ditto.
Ram Lall, ...	Bhaugulpore School	,,	,, 8	Ditto.
Lolitnarian Sing, ...	Ditto	,,	,, 8	Ditto.
Chundercoomar Doss,...	Burrisaul School ..	,,	,, 10	Ditto.
Hurrypersaud Banerjee,	Ditto	,,	,, 8	Ditto.
Benodbehary Gangooly,	Ditto	,,	,, 8	Ditto.
Hamed Ooddeen, ...	Calcutta Madrissah, A. P. Dept.	,,	,, 8	Ditto.

Return of Junior Scholarships gained during the year 1860-61.—(*Continued.*)

Names of Scholars.	School at which gained.	When gained.	Monthly value of Scholarships.	For how long tenable.
Kulleemoor Ruhman, ...	Calcutta Madrissah A. P. Dept.	1860-61	„ 8	Two Sessions.
Mahomed Yaseen, ...	Ditto	„	„ 8	Ditto.
Abdool Kadir, ...	Ditto	„	„ 8	Ditto.
Banymadub Day, ...	Colootolla Branch School	„	„ 10	Ditto.
Gobinchunder Ghose,...	Ditto	„	„ 10	Ditto.
Rajmohun Bose, ...	Ditto	„	„ 10	Ditto.
Neebaran Chunder Mookerjee, ...	Ditto	„	„ 10	Ditto.
Cannoylall Seal, ...	Ditto	„	„ 10	Ditto.
Dinnonath Bose, ...	Ditto	„	„ 10	Ditto.
Seadut Oollah, ...	Collinga Branch School	„	„ 8	Ditto.
Moojeebur Ruhman, ...	Ditto	„	„ 8	Ditto.
Kylass Chunder Doss, ...	Commilla School	„	„ 8	Ditto.
Aunundochunder Gooho, ...	Chittagong School	„	„ 8	Ditto.
Comolacant Sein, ...	Ditto	„	„ 8	Ditto.
Bitchunder Putnaik, ...	Cuttack School ...	„	„ 8	Ditto.
Lalla Juggomohun Lall, ...	Ditto	„	„ 8	Ditto.
Omakanth Chatterjee, ...	Dacca Collegiate School	„	„ 10	Ditto.
Chunderkanth Ghose, ...	Ditto	„	„ 8	Ditto.
Chunder Mohun Sein, ...	Ditto	„	„ 8	Ditto.

Dwarka Nath Sing, ...	Ditto	,,	,, 8	Ditto.
Doorga Churn Chuckerbutty, ...	Ditto	,,	,, 8	Ditto.
Hurkishore Doss, ...	Ditto	,,	,, 8	Ditto.
Nurrendro Deb Roy, ...	Furreedpore School	,,	,, 8	Ditto.
Juggut Sunker Mozoomdar, ...	Ditto	,,	,, 8	Ditto.
Poorno Chunder Bose, ...	Hindu School ...	,,	Gunganarian Scholarship Rs 10 ...	Ditto.
Charoo Chunder Dutt, ...	Ditto	,,	Joykissen Sing Scholarship Rs. 10 ...	Ditto.
Okhoy Chunder Dutt, ...	Ditto	,,	Goopeemohun Deb Scholarship Rs. 8	Ditto.
Nobin Madub Mitter, ...	Ditto	,,	Rajah of Burdwan Scholarship Rs. 8	Ditto.
Gopal Chunder Bose, ...	Ditto	,,	Tagore Family Scholarship Rs. 8 ...	Ditto.
Prosunno Coomar Dutt, ...	Ditto	,,	Bird Scholarship Rs. 8 ...	Ditto.
Mutty Lall Dhur, ...	Ditto	,,	Ryan Scholarship Rs. 8 ...	Ditto.
Hurro Nath Bose, ...	Hooghly Collegiate School	,,	Rs 10	Ditto.
Fuzlut Bareer, ...	Ditto	,,	,, 8	Ditto.
Omerto Lall Goopta, ...	Ditto	,,	,, 8	Ditto,
Hurrish Chunder Roy, ...	Ditto	,,	,, 8	Ditto.
Baikunto Nath Mitter, ...	Ditto	,,	,, 8	Ditto.
Juggessur Chunder, ...	Ditto	,,	,, 8	Ditto.
Gopal Chunder Sandel, ...	Ditto	,,	,, 8	Ditto.
Kesub Chunder Roy, ...	Ditto	,,	,, 8	Ditto.
Nobin Kristo Chowdry, ...	Ditto	,,	,, 8	Ditto.
Mohendro Nath Chatterjee, ...	Hooghly Branch School	,,	,, 8	Ditto.

Return of Junior Scholarships gained during the year 1860-61.—(*Continued.*)

Names of Scholars.	School at which gained.	When gained.	Monthly value of Scholarships.	For how long tenable.
Debendro Nath Mullick, ...	Hooghly Branch School	1860-61	Rs. 8	Two Sessions.
Soorendro Nath Chatterjee, ...	Ditto	,,	,, 8	Ditto.
Neelmoney Doss, ...	Ditto	,,	,, 8	Ditto.
Woomes Chunder Bose, ...	Howrah School ...	,,	,, 8	Ditto.
Peary Mohun Doss, ...	Ditto	,,	,, 8	Ditto.
Womesh Chunder Sen, ...	Jessore School ...	,,	Indrobhusun Deb Roy's Scholarship Rs. 8	Ditto.
Debendro Chunder Ghose.	Ditto	,,	,, 8	Ditto.
Eshan Chunder Roy, ...	Kishnaghur Collegiate School ...	,,	,, 8	Ditto.
Norohury Mookerjee, ...	Ditto	,,	,, 8	Ditto.
Bimola Churn Bhuttacharjee, ...	Ditto	,,	,, 8	Ditto.
Roodroo Kant Biswas, ...	Ditto	,,	,, 8	Ditto.
Nobin Chunder Banerjée, ...	Ditto	,,	,, 8	Ditto.
Nobo Coomar Banerjee, ...	Ditto	,,	,, 8	Ditto.
Rajnarian Sing, ...	Ditto	,,	,, 8	Ditto.
Shoshe Bhoosun Banerjee, ...	Ditto	,,	,, 8	Ditto.
Kally Persaud Kur, ...	Midnapore School	,,	,, 8	Ditto.
Woma Persaud Dey, ...	Ditto	,,	,, 8	Ditto.
Hurro Mohun Bose, ...	Mymensing School	,,	,, 8	Ditto.

Mohes Chunder Home, ...	Ditto	,,	,,	8	Ditto.
Peary Mohun Sen, ...	Noakhali School, ...	,,	,,	8	Ditto.
Ram Chunder Ghose, ...	Ditto	,,	,,	8	Ditto.
Monmoth Nath Chatterjee, ...	Ooterpara School,	,,	,,	8	Ditto.
Poorno Chunder Mitter, ...	Ditto	,,	,,	8	Ditto.
Aughore Nauth Banerjee, ...	Ditto	,,	,,	8	Ditto.
Hurra Kissore Doss, ...	Pooree School, ...	,,	,,	8	Ditto.
Juggut Doorlub Mozoomdar, ...	Pubna School, ...	,,	,,	8	Ditto.
Chunder Kant Gangooly, ...	Ditto,	,,	,,	8	Ditto.
Bhola Nauth Doss, ...	Russapugla School,	,,	,,	8	Ditto.
Gouree Comul Bhuttacharjee, ...	Ditto,	,,	,,	8	Ditto.
Kali Poda Goopta, ...	Banshberia Free Church Branch School, ...	,,	,,	8	Ditto.
	Ditto,	,,	,,	8	Ditto.
Moti Lall Mittra, ...	Burdwan Maharajah's School, ...	,,	,,	8	Ditto.
Opendro Chunder Mullick, ...	Calcutta Training School, ...	,,	,,	8	Ditto.
Promotho Nath Banerjee, ...	Chinsurah Free Church Institution,	,,	,,	8	Ditto.
Beer Chunder Doss, ...	Ditto,	,,	,,	8	Ditto.
Troiloko Nath Ghose, ...	Ditto,	,,	,,	8	Ditto.
Hurry Doss Chatterjee, ...	Coomercolly Aided School, ...	,,	,,	8	Ditto.
Hurry Nath Doss, ...	Cossipore Aided School, ...	,,	,,	8	Ditto.
Chooney Loll Seal, ...	Doveton College,	,,	,,	10	Ditto.
J. George, ...	Ditto,	,,	,,	10	Ditto.
K. M. Chatterjee, ...	Ditto,	,,	,,	8	Ditto.
J. Simmons, ...					

Return of Junior Scholarships gained during the year 1860-61.—(*Continued.*)

Names of Scholars.	School at which gained.	When gained.	Monthly value of Scholarships.	For how long tenable.
R. D'Silva, ...	Doveton College, ..	1860-61	Rs. 8	Two Sessions.
Bhuban Mohun Parel, ...	Free Church Institution, Calcutta,	,,	,, 10	Ditto.
Kali Churn Banerjee, ...	Ditto,	,,	,, 10	Ditto.
Mohendro Lall Bhatta, ...	Ditto,	,,	,, 8	Ditto.
Tin Cowri Roy, ...	Ditto,	,,	,, 8	Ditto.
Shama Churn Chuckerbutty, ...	Garden Reach Aided School, ...	,,	,, 8	Ditto.
Jogobundo Ghose, ...	General Assembly's Institution, ...	,,	,, 8	Ditto.
Gopal Chunder Banerjee, ...	Jonye Training School, ..	,,	,, 8	Ditto.
Mohendro Nauth Banerjee, ...	Ditto,	,,	,, 8	Ditto.
Beeressur Paulit, ...	Konnagur Aided School, ...	,,	,, 8	Ditto.
Russick Lall Bhadoory, ...	Kishnaghur Mission School, ...	,,	,, 8	Ditto.
Ockhuy Coomar Roy, ...	Ditto,	,,	,, 8	Ditto.
James Blumhardt, ...	Ditto,	,,	,, 10	Ditto.
Chunder Nath Bose, ...	Oriental Seminary,	,,	,, 8	Ditto.
Sheeb Chunder Gui, ...	Paikparah Aided School, ...	,,	,, 10	Ditto.

Hurree Mohun Sein, ...	Pogose School at Dacca, ...		„	8	Ditto.
Grees Chunder Mozoomdar, ...	Ditto,	„	„	8	Ditto.
Joygobind Shome, ...	Mission (aided) School, Sylhet, ...	„	„	8	Ditto.
Gobin Chunder Chatterjee	Seal's College ..	„	„	8	Ditto.
Kapalee Prosunno Mookerjee, ...	Syedpore Aided School, ...	„	„	10	Ditto.
C. Kirkpatrick, ...	St. Paul's School,	„	„	8	Ditto.
C. F. Peters, ...	Serampore College,		„	8	Ditto.
H. W. Rooke, ...	Ditto,	„	„	8	Ditto.
Tafazzal Hossen, ...	Trebani Training School, ...	„	„	10	Ditto.
Gopal Chunder Chutto, ...	Ditto,		„	8	Ditto.

CALCUTTA UNIVERSITY.

Bachelors of Arts.

First Division.

In Order of Merit.

Ahmed.
Prosono Coomar Bose.
Opendro Nauth Mitter.
Nobin Chunder Dey.
Omirto Laul Chatterjee.

Second Division.

In Alphabetical Order.

Beeressur Mitter.
Boycant Nauth Paul.
Evans, R. W.
Gopee Nauth Banerjee.
Gunga Persaud Mookerjee.
Jodoo Nauth Mookerjee.
Omesh Chunder Sircar.
Radha Nauth Bysack.
Ramrutton Mozoomdar.
Roma Nauth Nundy.

Bachelors of Law.

In Order of Merit.

Tara Prosono Mookerjee.
Soorjee Narain Sing.
Callyca Dass Dutt.
Romes Chunder Mitter.
Taruck Nauth Dutt.
Nobin Chunder Gangooly.
Jodoo Nauth Chatterjee.
Greesh Chunder Mitter.

Licentiates in Law.

In Order of Merit.

Hem Chunder Banerjee.
Lucky Churn Bose.
Khetter Mohun Gangooly.
Chunder Cally Ghose.
Nilmadub Sein.
Doorga Mohun Doss.
Gobin Chunder Doss.
Jodoo Nauth Roy.

Licentiates in Medicine and Surgery.

First Division.

In Alphabetical Order.

G. D. McReddie.
Mohunder Lall Sircar.
Rajkisto Banerjee.

Second Division.

In Alphabetical Order.

Bhoobun Mohun Sircar.
Bhoobun Mohun Chatterjee.
Dhurmo Dass Bose.
Doorga Dass Roy.
Hurish Chunder Banerjee.
Kalee Prosunno Mitter.
Kopileslur Chowdry.
Nobin Chunder Mitter.
Obhoy Churn Bagchee.
Oma Churn Mitter.
Radhica Prosaud Chatterjee.

Licentiates in Civil Engineering.

First Division.

In Order of Merit.

Deno Nauth Sen.
Mothora Nauth Chatterjee.
Omesh Chunder Ghose.
H. M. Adams.

Second Division.

In Order of Merit.

Jadub Chunder Dey.
Boycunto Nauth Dey.

Questions set at the Examination

FOR

SENIOR OR COLLEGE SCHOLARSHIPS, 1860-61.

English Literature, No. 1.

1. Give a general idea of the structure of the Universe, as imagined in Paradise Lost?

2. In what countries, or by what tribes, were these idols worshipped—Moloch, Orus, Astoreth, Chemos, Baal?

3. According to Addison, to what objections are the fable and the language of Paradise Lost liable? And in what respect does Milton, in the treatment of the characters—and more especially of the human characters—in that Poem, deserve more admiration than Virgil or Homer?

By what celebrated comparison does Addison soften his criticism of the defects of this great Epic?

4. Explain the allusions in these lines:—

"Next came one
Who mourned in earnest, when the captive ark
Maimed his brute image, head and hands lopped off
In his own temple, on the grunsel edge,
Where he fell flat, and shamed his worshippers:
Dagon his name. * * * *
Him followed Rimmon, whose delightful seat
Was fair Damascus, on the fertile banks
Of Abana and Pharphar, lucid streams.
He also 'gainst the house of God was bold:
A leper once he lost, and gained a king;
Ahaz his sottish conqueror, whom he drew
God's altar to disparage and displace
For one of Syrian mode, whereon to burn
His odious offerings, and adore the God
Whom he had vanquished."

5. "Who bear the bows were knights in Arthur's reign;
Twelve they, and twelve the peers of Charlemagne:
For bows the strength of brawny arms imply,
Emblems of valor and of victory."

Give some account, historical or legendary, of the knights here represented. Into what curious mistake has Dryden fallen in regard to the array of the knights in this passage, and what circumstance appears to have misled him?

6. Prepare a free paraphrase of the following verses:—

"Others more mild,
Retreated in a silent valley, sing
With notes angelical to many a harp
Their own heroic deeds, and hapless fall
By doom of battle! and complain that fate
Free virtue should enthral by force or chance.
Their song was partial; but the harmony
(What could it less when spirits immortal sing?)
Suspended hell, and took with ravishment
The thronging audience. In discourse more sweet,
(For eloquence the soul, song charms the sense)
Others apart sat on a hill retired,
In thoughts more elevate, and reasoned high
Of Providence, fore-knowledge, will, and fate;
Fixed fate, free will, fore-knowledge absolute,
And found no end, in wandering mazes lost."

And of the following:—

"Nine royal knights in equal rank succeed,
Each warrior mounted on a fiery steed,
In golden armour glorious to behold;
The rivets of their arms were nailed with gold.
Their surcoats of white ermine fur were made,
With cloth of gold between, that cast a glittering shade;
The trappings of their steeds were of the same;
The golden fringe even set the ground on flame,

And drew a precious trail; a crown divine
Of laurel did about their temples twine."

"Madam, might I presume and not offend,
So may the stars and shining moon attend
Your nightly sports, as you vouchsafe to te'l,
What nymphs they were who mortal forms excel,
And what theknights who fought in listed fields so well."

In the first of these extracts, why is the song of the rebel angels said to be *partial.* In the second, can you detect any instance of Pleonasm?

7. In the succeeding quotations, name and briefly analyse the tropes indicated by italics.

"O'er many a frozen, many a fiery *Alp.*"
"O progeny of heaven! Empyreal *thrones!*
" and by them stood
" Orcus and Ades, and *the dreaded name*
" *Of Demogorgon.*"
" Waiting the *sail* that all his *wishes* bore."
" Both sides he weighed; but, after much debate,
" *The man* prevailed above *the magistrate.*"
" But now at last *the sacred influence*
" *Of light* appears."

8. Point out, and trace to their respective sources, the peculiar meanings in which the words italicised are here employed?

"In close recess and secret conclave sat
A thousand demi-gods on golden seats
Frequent and full."
"To destruction *sacred* and devote,
There lived a Cyprian lord above the rest,
Wise, wealthy, with a numerous issue blessed,
But, as no gift of fortune is *sincere,*
Was only wanting in a worthy heir."
"The tempest unforeseen *prevents* their care,
And from the first they labor in despair."

"The less he had to lose, the less he cared
To *manage* loathsome life, when love was the reward."

9. Construe the words in italics—

"The louring element
Scowls o'er the darkened landscape *snow and shower*."
"Man shall not quite be lost, but *saved who will*."
"Some broke their spears, some tumbled *horse and man*."
"The ladies and the knights
Were *dropping wet*."
"Right I have none, nor hast thou much to plead,
'Tis force, *when done*, must justify the deed."

10. Are the turns of expression italicised in the succeeding passages, purely English, or if not, from what languages are they borrowed?

"The ascending pile
Stood fixed her stately height."
"Drawn in two lines adverse they wheeled around,
And *in the middle meadow* took their ground."
"Her forfeit faith and *Pasimond betrayed*,
Are ever present and her crime upbraid."
"The powers incensed awhile deferred his pain,
And made him *master of his vows* in vain."
"Then, *impotent of mind*, with altered sense,
She hugged the offender, and forgave the offence."

What remark does Addison make, after Aristotle, regarding the use of foreign idioms in Poetry?

11. Develop in perspicuous language the argument here stated:—

"Either to disenthrone the King of heaven
We war, if war be best, or to regain
Our own right lost: him to unthrone we then
May hope, when everlasting fate shall yield
To fickle chance, and chaos judge the strife:
The former, vain to hope, argues as vain
The latter."

English Literature, No. 2.

1. Show with some detail wherein consists the *rhetorical* beauty of the following passages:—

"Say they who counsel war,
Whatever doing, what can we suffer more,
What can we suffer worse? Is this then worst?—
Thus sitting, thus consulting, thus in arms?"

"On a sudden open fly
With impetuous recoil and jarring sound,
The infernal doors, and on their hinges grate
Harsh thunder."

"Thus with the year
Seasons return, but not to me returns
Day, or the sweet approach of even or morn,
Or sight of vernal bloom, or summer's rose,
Or flocks, or herds, or human face divine."

2. Give a free prose rendering of the succeeding stanzas:—

"Oh! Sovereign of the willing soul,
Parent of sweet and solemn breathing airs,
Enchanting shell! the sullen cares
And frantic passions hear thy soft control;
On Thracia's hills the Lord of War
Has curbed the fury of his car,
And dropped his thirsty lance at thy command.
Perching on the sceptred hand
Of Jove, thy magic lulls the feathered king
With ruffled plume and flagging wing:
Quenched in dark clouds of slumber lie
The terror of his beak, and lightnings of his eye.
"Thee the voice, the dance, obey,
Temper'd to thy warbled lay.
O'er Idalia's velvet green
The rosy-crowned loves are seen.
On Cytherea's day,

With antic sport, and blue-eyed pleasures,
Frisking light in frolic measures;
Now pursuing, now retreating,
Now in circling troops they meet:
To brisk notes in cadence beating,
Glance their many-twinkling feet.
Slow melting strains their Queen's approach declare:
Where'er she turns, the graces homage pay.
With arms sublime, that float upon the air,
In gliding state she wins her easy way:
O'er her warm cheek, and rising bosom, move
The bloom of young desire and purple light of love."

Account for the peculiar sense of the word "shell" in the above extract?

3. Describe the measure of each line in the second of the preceding stanzas. Is there not a peculiar grace and propriety here, in the transition at a particular place from one predominant *foot* to another?

4. On what popular tradition is Gray's "Bard" founded? Write a brief analysis of that Poem?

5. "For who, to dumb forgetfulness a prey,
This pleasing anxious being e'er resigned,
Left the warm precincts of the cheerful day,
Nor cast one longing, lingering look behind."

Does this remind you of a similar sentiment in Milton? Quote, or refer to, the passage?

6. "Some to conceit alone their taste confine,
And glittering thoughts struck out at every line;
Pleased with a work where nothing's just or fit;
One glaring chaos and wild heap of wit.* * *
True wit is nature to advantage dressed,
What oft was thought but ne'er so well expressed;
Something whose truth convinced at sight we find,
That gives us back the image of our mind."

Paraphrase this passage, and then proceed to illustrate it with reference, more particularly, to what Addison calls "the Gothic manner of writing," to that author's avowed admiration for popular ballads, and to what he declares to be "the true character of all fine writing."

Why does Addison apply the term "Gothic" in this manner?

Correct the subjoined sentences, according, at least, to modern ideas of grammar:—

"One would have thought it very difficult to have carried on dialogues after this manner without an interpreter," &c.

"He had not stood by me above a quarter of a minute, but he turned short upon me on a sudden."

"The Scotch and English Kings receive the news of this fight, and of the great men's deaths who commanded it."

"Seemed to sit there with no other intention but to see the Opera."

"It is quite of a different nature to that I have last mentioned."

"His whole story rather seems to be a full and complete relation of what the other is only an epitome."

8. Point out any inconsistencies in the composition of the passages given below:—

"I have heard a couple of preachers in a country town, who endeavoured which should outshine one another."

"It is their opinion that no man ever killed his father, or that it is possible such a crime should be in nature."

"I hope they will not talk against us before our faces, though they may do it with the same safety as if it were behind our backs.'

9. Express the sense of the ensuing paragraph in terms that shall rigorously exclude any allusion to the sports of the field:—

"In the same manner I have made a month's excursion out of town, which is the great field of game for sportsmen of my species, to try my fortune in the country, where I have started several subjects, and hunted them down, with some pleasure to myself, and I hope to others. I am here forced to use a great deal of diligence before I can spring anything to my mind, whereas in town, whilst

I am following one character, it is ten to one but I am crossed in my way by another, and put up such a variety of odd creatures in both sexes, that they foil the scent of one another, and puzzle the chase. My greatest difficulty in the country is to find sport, and in town to choose it. In the meantime as I have given a whole month's rest to the cities of London and Westminster, I promise myself abundance of new game upon my return thither."

Bengali Literature, No. 1.

1. Describe the route of Ràma from Ayodhyà to Dandaka, noticing the principal forests he passed through, and the modern names of the places where they were situated.

"ফল মূল আহরণ করেন লক্ষ্মণ।
অযত্ন সুলভ গোদাবরীর জীবন ॥
মনিগণ সহিতে সর্ব্বদা সহবাস।
করেন কুরঙ্গগণসহ পরিহাস ॥
সীতার কখন যদি দুঃখ হয় মনে।
পাসরেন তখনি শ্রীরামদরশনে ॥
রামের যেমন দেশ তেমনি বিদেশ।
আত্মারাম শ্রীরাম নাহিক কোন ক্লেশ ॥
লক্ষ্মণের চরিত্র বিচিত্র মনে বাসী।
শ্রীরামের বনবাসে যিনি বনবাসী ॥
রহেন এরূপে পঞ্চবটী তিন জন।
হেন কালে ঘটে এক অপূর্ব্ব ঘটন ॥"

a. Explain fully the 1st, 2nd, 7th and 8th lines of the above extract, and point out the different Samàses (সমাস) that occur in them.

b. Which is the nominative to the verb করেন in the 4th line?

c. What is the meaning of বাসী in the 9th line?

d. Where was Panchabati situated? and why was it so called?

2. Paraphrase very accurately, in Bengali prose, the following extract, using as many of your own words as possible.

"সুবর্ণ বিহঙ্গী যথা আদরে বিস্তারি
পাখা—শক্র ধনু কান্তি আভায় যাহার
মলিন—যতনে ধর্মী শিখায় শাবকে
উড়িতে, হে জগদম্বে, অম্বর প্রদেশে;—
দাসেরে করিয়া সঙ্গে রঙ্গে আজি তুমি
ভ্রমিয়াছ নানা স্থানে; কাতর সে এবে —
কুলায়ে লয়ে তাহারে চলগো জননি;
সফল জনম মম তোমার প্রসাদে
দয়াময়ি?"

3. Parse সুখেতে বঞ্চিয়া রাত্রি উদিত অরুণে।
আনন্দে গেলেন রাম পিতৃ সম্ভাষণে॥

4. Distinguish between মাতাপিতা, মাতুঃপিতা and মাতৃপিতা কার্য্য and কর্ম্ম; প্রদর্শন, and দর্শন.

5. Explain the etymology of বিস্মিলাম, অলঙ্কার, মুগ্ধ উত্তীর্ণ, শুভ্রগু, গতবান, ভৃত্য, আক্রান্ত, অপুত্রক।

6. Give the rules which regulate the use of the affixes বৎ and মৎ.

7. The *Màlati* and *Chàmara* measures reckon fifteen syllables in each foot, and the *Totaka* and the *Bhujangaprayàta* 12. In what do they respectively differ?

8. Explain the uses of the following terminations and the effects they produce on the radicals to which they are joined :—

ঘ্যণ্	ঘঞ্
ক্যপ	উর
য	নিন
ষ্ণানয়ণ্	তৃন্

9. Distinguish between পদ্য, ছন্দ, চরণ, পদ, যতি, বৃত্ত and জাতি.

10. What advantages do Indian grammarians derive by the use of the terms প্রথমা, দ্বিতীয়া, তৃতীয়া,&c, instead of কর্ত্তা, কর্ম্ম,&c., in designating their case-affixes?

Bengali Literature, No. 2.

1. Translate in English

যে কারণের সত্তাতে যে কার্য্যের সত্ত হয় অর্থাৎ যে কারণ থাকিলে যে কার্য্য সম্ভব হয় তাহার নাম অন্বয় । এই স্থলে শৌর্য্য এবং বিবেক ও উৎসাহ এই গুণত্রয় রূপ কারণ থাকিলে মনুষ্যের বীরত্ব হয় অতএব অন্বয়েতে বীরদিগের উদাহরণ কহিয়াছি, এবং যে কারণের অভাবে যে কার্য্যাভাব হয় তাহার নাম ব্যতিরেক । একস্থলে ঐ শৌর্য্যাদি গুণত্রয়ের একৈক গুণ না থাকিলে মনুষ্য বীর না হইয়া চৌরাদি হয় অতএব ব্যতিরেকে চৌরাদি পুরুষেরও প্রত্যুদাহরণ কহিলাম। সমুদায়েতে কথার অন্বয় ব্যতিরেক রূপ যে দুই দ্বারতদ্দ্বার উদাহরণ ও প্রত্যুদাহরণ সকল কহিলাম ।

2. Point out the historical and mythological characters named in these lines, and explain the allusions.

তথাহ্ইতে গেলেন সহিতে লঙ্কাপতি ॥
পূর্ব্বদ্বারে উপনীত আপনি শ্রীপতি।
মহাবীর ঘটোৎকচ হিড়িম্বা কুমার।
তিন লক্ষ রাক্ষসেতে রক্ষা করে দ্বার ॥
কৃষ্ণেরে দেখিয়া সবে দ্বার ছাড়ি দিল ॥
বেত্র দিয়া বিভীষণে দ্বারে রহাইল ॥
গোবিন্দ বলেন ইনি লঙ্কার ঈশ্বর।
ব্রহ্মার পৌত্র দশানন সহোদর ॥
রাজদরশন হেতু যাবেন ত্বরিত।
হেন জন দ্বারে রাখ না হয় উচিত ॥
ঘটোৎকচ বলে শুন দেব চক্রপাণি।
আমি কি করিব তুমি দেখহ আপনি ॥
বাইশ সহস্র রাজা আছে এই দ্বারে।
জন কত রাজা মাত্র গিয়াছে ভিতরে ॥
ব্রহ্মার প্রপৌত্র দেব অনেক এস্যেছে।
দুই তিন মাস দ্বারে রহিয়া গিয়াছে ॥
বহুনাগগণ সঙ্গে শেষ বিষধর।
পাতাল ছাড়িয়া মর্ত্যে রহে নিরন্তর ॥
সহস্র বদন শোভে নাগ অধিকারী।
এইখানে রহিলেন তেঁহ দিনচারি ॥
ওই দেখ রাজগণ দাণ্ডাইয়া আছে।
একদৃষ্টে বুকে হস্ত নাহি চায় পাছে ॥
গিরি বজ্র সুরপতি জরাসন্ধ সুত।
জয়সেন মহারাজ সৈন্যাদি অযুত ॥

3. Write, in Bengali, a brief sketch of the plot and the contents of the Batrishasinghasana.

4. Translate the following extract into Bengali, pointing out in foot notes all instances of idiomatic peculiarities, which you might not like to reproduce in your version.—"Of the originality of Hindu science some opinion must have been formed from what has been already said. In their astronomy, the absence of a general theory, the unequal refinement of the different portions of science which have been presented to us, the want of demonstrations and of recorded observations, the rudeness of the instruments used by the Brahmins, and their inaccuracy in observing, together with the suspension of all progress at a certain point, are very strong arguments in favor of their having derived their knowledge from a foreign source. But, on the other hand, in the first part of their progress, all other nations were in still greater ignorance than they; and in the more advanced stages, where they were more likely to have borrowed, not only is their mode of proceeding peculiar to themselves, but it is often founded on principles with which no other ancient people were acquainted; and shews a knowledge of discoveries not made even in Europe till within the course of the last two centuries. As far as their astronomical conclusions depend on those discoveries, it is self-evident that they cannot have been borrowed, and, even where there is no such dependence, it cannot fairly be presumed that persons who had such resources within themselves must necessarily have relied on the aid of other nations."

History of England.

1. When and by whom were the two principal States of the Heptarchy reduced to the rank of tributary kingdoms under the sceptre of Wessex? And on what occasions respectively did they undergo a further degradation?

2. Enumerate the civil wars that took place in England during the two centuries preceding the Revolution of 1399; mentioning in each the most eminent leader on the side of the insurgents,

and the most decisive battle or siege, with its date; and pointing out one result common to them all, of a nature intimately associated with the progress of the political institutions peculiar to Great Britain.

N. B.—Mere popular insurrections are not included in this question.

3. What members of the Seymour family are named in Keightley's History, as having married, respectively, descendants of the three princely Houses, whose claims to the English throne were derived from Henry VII?

Show whether these unions were prosperous?

4. Describe in general terms the political situation of England and Spain relatively to each other, during the greater part of the period embraced between the Treaty of Cateau Cambresis, and that of the Pyrenees; and particularise the wars, which, in that time, were carried on between the two countries.

N. B.—The general purpose, the extreme dates, and the most important Military operation, will form a sufficient notice of each of these wars.

Under the following heads, adduce facts from the reign of Charles I., in proof of the unconstitutional character of his government:—

1*st.* Treatment of Parliament in regard to general administration.

2*nd.* Taxation.

3*rd.* Parliamentary privilege.

4*th.* Feudal exactions.

5*th.* Trade.

N. B.—The facts may be stated very summarily; the dates, however, must be carefully given.

5. Explain the general policy of the Stuart Sovereigns in regard to religion in Scotland; and trace the result of that policy in the events of 1637 and of 1689.

6. What circumstances brought about the change of Ministry in 1710, and what was the effect of this event upon the affairs of Europe?

7. Describe the situation of the following places:—Tewkesbury, Milford Haven, Ely, the Isle of Thanet, Alnwick, Bosworth?

N. B.—For a town, give the county to which it belongs, and the river, if any, on which it stands; for a bay, the sea, and county or counties adjacent; for an island, the surrounding waters.

EUCLID, ALGEBRA AND ARITHMETIC.

Define the following parallel lines: a point, a superficies, a sphere, and the inclination of a plane to a plane?

2. Construct a square equal to a given irregular figure?

   (*a*) In a triangle, given base and sum of squares of sides, find laws of vertex?

3. Draw a tangent to a circle from a given point?

   (*a*) Find a point without a circle such that the tangent drawn from it, may be equal to the diameter of the circle?

4. Prove that similar triangles are to each other in the duplicate ratio of their homologous sides?

5. Find the G.C M of

$$x^4 - ax^2 - a^3x^3 - a^3x^3 - 2a^4$$

and $3x^3 - 7ax^2 + 3a^2x - 2a^3$

6. Solve the following equations:—

(1) ..... $\dfrac{x}{4} - \dfrac{5x+8}{6} = \dfrac{2x-9}{3}$

(2) ..... $x^4 + x^3 - 4x^2 + x + 1 = 0$

(3) ..... $\left\{\begin{matrix} x^{\frac{1}{2}} + y^{\frac{1}{2}} = 6 \\ x + y = 20 \end{matrix}\right\}$

7. Reduce to the simplest form:

$$(3.4 \text{ of } 2\tfrac{1}{9}) \div 4{\cdot}36\dot{2}\dot{1}\text{?}$$

8. What ready money will discharge a debt of £543-7*s.*; due 4 months and 18 days hence at $4\frac{5}{8}$ per cent. per annum?

9. Sum the following series?

(1) ..... 1, $\frac{5}{6}$, $\frac{2}{3}$, to n terms.

(2) ..... $2.4 + 5.7 + 8.10$ to n terms.

(3) ..... $y + \dfrac{y^2}{x} + \dfrac{y^2}{x^2} +$ & to infinity.

STATICS AND DYNAMICS.

1. Explain the following terms:—*Statical force*; *Dynamical force*; *weight* (giving the equation which connects weight, gravity and mass); *specific gravity*; *velocity* and *momentum*?

2. If any number of forces, situated in one plane, be in equilibrium, prove that the algebraical sum of their moments round any point in that plane is zero?

3. Explain the meaning of the expression *centre of gravity*, and show how to determine it experimentally?

The weights of 3 bodies are 4, 5, and 6 lbs., and their distances respectively from two lines at right angles to each other are, for the first line, 3, 7 and 10 feet, and, for the second line, 4, 8 and 12 feet, required the distance of their common centre of gravity from the intersection of the two lines?

4. What is a machine? State its object or use. Enunciate the principle on which the equilibrium of machines depends?

A uniform beam 14 feet long, rests in equilibrium upon a fulcrum situated 3 feet from one end, having a weight of 13 lbs. at the end furthest from, and one of 110 lbs. at the end nearest to the fulcrum; find the weight of the beam?

5. State the three laws of motion. Explain how the third is proved experimentally by Atwood's machine?

6. Two equal weights P and Q are connected by a string passing over a fixed pulley, what weight added to P will cause it to acquire a velocity of 12 feet in 6 seconds?

7. A body is projected vertically upwards, with a velocity of 270 feet per second, in what time will it return to the earth, and with what velocity?

GENERAL PROBLEMS.

1. Describe a circle which shall touch 3 given circles?

2. Prove that the 3 bisectors of the sides of a triangle from the opposite angles meet in a point?

3. Solve the following equations:—

$$(1). \quad 2x^{\frac{1}{2}} + \frac{2}{x^{\frac{1}{2}}} = 5.$$

$$(2). \quad x^3 - 3x = 2.$$

4. If P and Q be the pth and qth terms of a geometrical series, prove that the nth term is

$$\left\{\frac{P^{n-q}}{Q^{n-p}}\right\}^{\frac{1}{p-q}} ?$$

5. If $A + B + C = 180°$ show that

$$\text{Sin } A + \text{Sin } B + \text{Sin } C = 4 \cos \tfrac{1}{2} A. \text{ Cos } \tfrac{1}{2} B. \text{ Cos } \tfrac{1}{2} C. ?$$

6. A uniform beam rests on two planes inclined at angles α and β to the horizon; find the inclination of the beam to the horizon and the pressures on the two planes?

7. Two bodies of weights A and $\frac{2}{3}$A, connected by a string passing over a free pulley, move, from the same height, under the influence of gravity for three seconds when the string breaks after three seconds more, if both are still in motion, how far apart will they be?

8. A uniform beam A B rests with one end A on a horizontal plane A C, and the other end on a plane C B whose inclination to the horizon is 60°. If a string C A equal to C B prevent the beam from sliding, what is the tension of the string?

TRIGONOMETRY AND CONIC SECTIONS.

1. Define a sine, a secant, a cotangent and a versed sine of a given arc, and trace the sign for each in the 4 quadrants of the circle?

2. Prove that—

(1) ... $\sin (A + B) = \sin A \text{ Cos } B + \text{Cos } A \text{ Sin } B.$

(2) ... $\text{Cos } A = \text{Cos}^4 \frac{A}{2} - \text{Sin}^4 \frac{A}{2}.$

(3) ... $\dfrac{\text{Sin } A + \text{Sin } 3A}{\text{Cos } A + \text{Cos } 3A} = \text{Tang } 2A.$

3 Find the value of—

Sin 36°

Tang 30°

Sin 9° ?

4. Reduce the expression $a^2 = b^2 + c^2 - 2bc$ Cos A to a form fitted for logarithmic calculation ?

5. If in a plane three stations A, B and C are at known distances from each other, and if from a fourth station D in the same plane, the angles A D B and A D C be measured, show how the distances D A, D B and D C may be determined; it being granted that B lies on the side of A C opposite to D and within the angle A D C ?

6. Draw a tangent to an ellipse from a given point without it ?

7. Show that the area of an ellipse is a mean proportional between the areas of the circles described on the axis major and minor ?

8. Shew that a circle through the points of intersection of three tangents to a parabola will pass through the focus ?

9. If lines be drawn from any point of an hyperbola parallel to the asymptotes, shew that with their intersection on the asymptotes they enclose constant area.

Questions set at the Examination

FOR

JUNIOR OR SCHOOL SCHOLARSHIPS, THAT IS, THE UNIVERSITY ENTRANCE EXAMINATION, 1860-61.

[*N. B.*—Each Candidate was examined in two languages only, of which English was necessarily one.]

English Prose.

Examiners. { Rev. J. Richards, M. A.
Mr. Saunders.

1. To what parts of speech do the words in Italics belong?

'They are *as though* they *were* not.'

'A few years *after*.'

'The self-educated scholar is apt to be distinguished for a *more than* usually perfect acquaintance with the subjects which he has studied with *more than* usual effort and application.'

Parse more particularly *were* in the first example, and *acquaintance* in the last?

2. 'We knew it to be he.'

'We knew it to be him.'

'Who do men say that I am'?

'Whom do men say that I am'?

'It is we.'

'There is five of us.'

Which of these modes of expression are correct, and why?

3. Give the construction of the words italicised?

'*What* you say is true.'

'We need *hardly state* how gloriously this sacrifice was in due time rewarded.'

'Difficulties *which* many would scarcely have had nerve *enough* to look in the face.'

4. In modern English, is *which* ever masculine or feminine?

In what situations is it proper to employ *that*, rather than *who* or *which*?

5. Point out the difference of meaning between *ingenious* and *ingenuous*; between *pains* as a plural and *pains* as of either number; between *ghostly* and *ghastly*; between *a critical moment* and *a critical remark*; between *glair* and *glare*?

6. Paraphrase the succeeding passage?

"The Hydra, when taken out of the water, shrinks into a small round mass, which, examined under the microscope, is seen to be composed of cells, and of greenish or reddish brown granules, loosely connected by a glairy mucus. The cells are condensed on the external surface, so as to constitute a double layer of integument; but the lining of the cavity of the body is made up of cells that are transversely elongated, and forms a surface which is covered with exceedingly minute eminences, termed 'villi,' from the resemblance to the pile of velvet."

7. From the plural of *apparatus*, *species*, *genus*, *phenomenon*,—what do you understand by *spontaneous fissuration*, *viviparous*, *oviparous*, *ovoviviparous*?

8. What principle to guide our endeavours after moral improvement, is the following image employed by Mr. Helps to illustrate?

"Infinite toil would not enable you to sweep away a mist; but by ascending a little you may often look over it altogether."

9. Compose a short essay on the theme that, "Sorrow is at once the lot, the trial, and privilege of man?"

English Poetry.

Examiners. { Rev. J. Richards, M. A. / Mr. J. Saunders.

1. Paraphrase the following passage?

"Pass but that great, which scarce a gleam supplies,
There in the dust the wreck of Genius lies!
He, whose arresting hand divinely wrought

Each bold conception in the sphere of thought;
And round, in colours of the rainbow, threw
Forms ever fair, creations ever new!
But, as he fondly snatched the wreath of fame,
The spectre Poverty unnerved his frame,
Cold was her grasp, a withering scowl she wore;
And Hope's soft energies were felt no more.
Yet still how sweet the soothings of his art!
From the rude wall what bright ideas start!
Even now he claims the amaranthine wreath,
With scenes that glow, with images that breathe!
And whence these scenes, these images, declare,
Whence but from Her who triumphs o'er despair?"

2. Explain the meaning of the following words 'hereditary,' 'hierarch,' 'arras,' 'orient,' 'achievement,' 'perennial,' 'rave," 'lave,' 'wistful,' 'hie,' 'erst,' 'affinity'?

3. Explain the following passages?—

"See, thro' the fractured pediment revealed,
Where moss inlays the rudely sculptured shield,
The martin's old, hereditary nest."

"Long o'er the wave a wistful look he cast,
Long watched the streaming signal from the mast;
Till twilight's dewy tints deceived his eye,
And fairy forests fringed the evening sky."

"From thee, gay Hope her airy colouring draws;
And Fancy's flights are subject to thy laws.
From thee that bosom-spring of rapture flows,
Which only virtue, tranquil virtue, knows."

"Long by the paddock's humble pale confined,
His aged hunters coursed the viewless wind,
And each, with glowing energy, pourtrayed,
The far-famed triumphs of the field displayed;
Usurped the canvass of the crowded hall,
And chased a line of heroes from the wall."

4. Give the past tense indicative and past participle of each of the following verbs, beseech, blow, draw, weep, eat, freeze, weave, chide, slay.

5. Paraphrase the following passage, and parse fully the first three lines:—

Ye ice falls! ye that from the mountain's brow,
Adown enormous ravines slope amain,—
Torrents, methinks, that heard a mighty voice,
And stopped at once amid their maddest plunge!
Motionless torrents! silent cataracts!
Who made you glorious as the gates of heaven,
Beneath the keen full moon?————
God!

6. Explain the terms 'Metaphor,' 'Simile,' 'Allegory,' 'Personification,' and illustrate by examples.

7. What is a sentence? Define the terms 'subject' and 'predicate,' and point out the subject, and predicate in the following sentences:—

"Long o'er the wave a wistful look he cast."
"And hence that calm delight the portrait gives."
"Led by what chart, transports the timid dove."
"The wreathes of conquest?"

Bengali.

MAHABHARATA.

Examiners. {Rev. W. O'Brien Smith.
Baboo Rung Lall Banneejee.

বৎসরেক অজ্ঞাত থাকিব কোন মতে।
মহেন্দ্র পর্ব্বত চাহে তৃণে লুকাইতে॥
আমারে কে নাহি জানে পৃথিবী ভিতর।
বাল বৃদ্ধ যুবাতে বিখ্যাত বৃকোদর॥
অর্জ্জুনেরে কিরূপে লুকাবা নৃপবর।
হস্ত দিয়া আচ্ছাদিতে চাহ দিনকর॥

দ্রুপদ নন্দিনী কৃষ্ণা কিরূপে লুকাবে।
কদাচিৎ ইহা হৈতে যদি পার পাবে॥
সাম্যেতে কদাচ রাজ্য না দিবে দুরন্ত।
আমি হই হীনবল সে যে বলবন্ত॥

1 (*a*) Explain fully the 2nd line?

(*b*) In what case is যুবাতে?

(*c*) Who was বৃকোদর and why was he so called?

(*d*) Point out the prefixes (উপসর্গ) in the 4th, 6th, and 9th lines, giving their different significations?

(*e*) Give the derivation of নৃপবর, and নন্দিনী?

(*f*) Write a short sketch of the early life of দ্রোপদী?

(*g*) What is the meaning of পার পাবে, and what is the agent of পাবে?

(*h*) Give the feminines of বাল, যুবা, and নৃপ?

(*i*) What is the meaning of সাম্য?

(*j*) Where is মহেন্দ্র পর্ব্বত situated?

সময়েতে যেই বীর তেজ নাহি করে।
হীনজন বলে রাজা তাহারে প্রহারে॥

2. Give the full meanings of সময়েতে and তেজ?

অষ্টাঙ্গ বেদাঙ্গ যজ্ঞ মহা দান ধ্যান।
ক্ষমাময় জনের সর্ব্বদা দীপ্যমান॥

3. Explain the first line?

ধিক্ বিধাতারে এই করে হেন কর্ম্ম।
দুষ্টাচার দুর্য্যোধন করিল আজন্ম॥
দিব্য সরোবর দেখে অগাধ সলিল।
কমল কুমুদ রক্ত শ্বেত পীত নীল॥

4. Explain the Samasa (সমাস) in আজন্ম, and the Sandhi (সন্ধি) in সরোবর; and give the derivation and meaning of দিব্য?

রাজ্যধন পুত্র আদি বহু যজ্ঞদান।
সত্যের কলায় নহে শতাংশে সমান॥

5. Give some synonymes of সত্য and কলা?

সোমপুতিকার মত কহে মুনিগণ।
এক মাসে বৎসরেক করিবে গণন॥

6. Who was সোমপুতিকা?

দুষ্টকর্ম্মা দুষ্টবুদ্ধি রাজা দুর্য্যোধন।
তাহারে মারিলে পাপ নাহিক রাজন॥

7. What does দুষ্টকর্ম্মা qualify, and why is it দুষ্টকর্ম্মা and not দুষ্টকর্ম্মা?

দেখিয়া বনের শোভা আনন্দিত সবে।
কুসুমিত কাননে কোকিল কলরবে॥
মধুপানে মত্ত হয়ে ভ্রমর ঝঙ্কার।
অনঙ্গ মোহিত অঙ্গ রঙ্গে সবাকার॥
পশু পক্ষি মৃগেতে পূরিত বনস্থল।
দিব্য সরোবর তাহে শোভিত কমল॥
করয়ে কৌতুক রাজহংস চক্রবাক।
নানা বর্ণে কচ্ছপ বিহরে লাখে লাখ॥
বিবিধ তড়াগ কুপ বহু নদ নদী।
স্থাবর জঙ্গম যত কে করে অবধি॥
প্রতি ডালে নানা পক্ষি করে কলরব।
কৌতুক দেখিছে যেন মহা মহোৎসব॥

8. Paraphrase the above lines (in Bengali prose)?

HITOPADESHA.

যেমন কুলাল ঘট ও শরাবাদি যাহা যাহা ইচ্ছা করে তাহাই এক মৃৎপিণ্ড হইতে নির্ম্মাণ করে, তেমনি মনুষ্য আপন কত কর্ম্ম হইতে নানা ফল পায়।

রূপ ও যৌবনেতে সম্পন্ন এবং মহাকুলসম্ভব যে সকল, তাহারাও বিদ্যাহীন হইলে শোভা পায় না, যেমন গন্ধহীন পলাশ পুষ্প।

অনন্তর ভগবান্ মরীচিমালী সূর্য্য পশ্চিমে অস্তগেলে মৃগের বাসস্থানে সেই মগ ও শৃগাল গেল।

9. (*a*) Give the meanings of কুলাল, শরাব, ভগবান, মরীচি-মালী and সম্ভব in মহাকুলসম্ভব?

(*b*) Give the different significations of পলাশ?

আর সকল তৈজস পত্রের দ্রবত্ব হেতুক, এবং মৃগ ও পক্ষি দের কোন কারণ হেতুক, এবং মূর্খের ভয় ও লোভ হেতুক, এবং উত্তম লোকের দর্শন হেতুক মিলন হয়।

10. Explain the above passage?

Bengali.

Examiners. { Rev. W. O'Brien Smith. / Baboo Rung Lall Bannerjee.

৪। আফরিক। আফরিকা দেশজ ব্যক্তিরা কৃষ্ণবর্ণ, ক্ষুদ্র চক্ষু, খাঁদা নাসিক, দীর্ঘহনু, স্থূলোষ্ঠাধর, অপ্রশস্ত পশ্চান্নত ললাট, কোঁকড়া লোমের ন্যায় কুঞ্চিত ও বিরল কৃষ্ণ কেশ, এবং অন্যান্য কায়িক কুচিহ্নদ্বারা বহুকাল অবধি বিখ্যাত আছে।

1. Explain the Samasa (সমাস) in দীর্ঘহনু. and the Sandhi (সন্ধি) in পশ্চান্নত, and the Sandhi and Samasa in স্থূলোষ্ঠাধর and অপ্রশস্ত পশ্চান্নত ললাট?

শব্দের যে প্রকার লক্ষণ বর্ণিত হইল, ইহাতে আশু বোধ হইতে পারে যে, জাতির অবান্তর ভেদ নাই; কিন্তু ফলতঃ তাহা নহে। বিলাতি ককুদ্ বিহীন গো, হরিয়ানা প্রদেশের বৃহদ্ গো, এবং এতদ্দেশীয় গোর মধ্যে ঈষদ্ অবান্তর ভেদ্ আছে।

2. Give the meanings of লক্ষণ, আশু, অবান্তর and ককুদ?

3. (*a*) Mention some of the distinguishing characteristics of the কাকশাস বর্ণ and the মৌগল বর্ণ?

(*b*) To which বর্ণ do the Hindus belong?

---

4. Translate the following passage into English:—

পশুরা স্বাভাবিক সংস্কার অর্থাৎ পরীক্ষাদ্বারা অনর্জিত স্বভাবদত্ত জ্ঞান শক্তির সহকারে আপন আপন দেহযাত্রা নির্ব্বাহিত করে। মনুষ্য কেবল স্বাভাবিক সংস্কারের অধীন নহে; এবং ঐ সংস্কার ও মনুষ্যেতে উত্তম রূপে ব্যক্ত হয় না। মনুষ্যের জ্ঞান, শিক্ষা ও পরীক্ষার ফল। পরের শিক্ষা কিম্বা আপনার পরীক্ষা ভিন্ন অন্যোপায়ে মনুষ্য কিছুমাত্র জানিতে পারে না। পরন্তু মনুষ্য ভাষা ও লিপিদ্বারা এক কালের প্রকাশিত সুনিয়ম সকল অপর কালে অনায়াসে জানিতে পারিবায় পরীক্ষা না করিয়া তত্তন্নিয়মের ফল ভোগ করিতে সক্ষম হওয়াতে ক্রমশঃ অতি উত্তম রূপে উন্নতি প্রাপ্ত হইতেছে। পশুরা কেবল স্বাভাবিক সংস্কার দ্বারা চলিত হইবাতে ও স্ব স্ব পরীক্ষার ফল প্রচার করিতে অক্ষম হওয়াতে সর্ব্বদা একাবস্থায় থাকে, তাহা দিগের বুদ্ধির হ্রাস বৃদ্ধি হয় না।

Translate the following passages into Bengali:—

Before we enter upon the personal history or particular philosophy of the great man who stood alone, in the strength of his integrity, to stem the torrent of factious licentiousness at the

most debased period of public corruption, it will be necessary to advert to the state of Athens, and the conjuncture of events at a time peculiarly favourable to the development of such a character.

The readiest way of overturning the rights of property, is to introduce false theories on the origin of power.

We observe that a dissolute and reckless youth is ordinarily followed by a premature and miserable old age.—We see that honesty and industry win commonly comfort and respect; and that, on the contrary, levity and a want of carefulness produce pauperism and disrepute.

The general comfort and security of society depend so greatly on the well-being of the lower orders, that the rich consult most for themselves when they consult most for the poor.

Oriyah.

Examiner. Rev. K. M. Bannerjee.

1. Translate the following lines into English?

ସ୍ତ୍ରୀକର୍ତ୍ତ୍ତା କହୁଅଛ, ଏହା ସବୁ ସଂପ୍ରକାରରେ ଅନୁଚିତ ଅଟେ, ଯେହେତୁ ଆପଣା ଆପଣା ପୁଣି ଆଜ୍ଞା ଲଙ୍ଘନ କଲେ ସେମାନଙ୍କ ରାଜାମାନେ କ୍ଷମା କରନ୍ତେ ନାହିଁ; ଅତଏବ ରାଜାମାନଙ୍କର ମନୋଗତ ଅନୁରାଗର ଆଉ ବିଶେଷ କ? ମୂଢ଼ ଲୋକର ଯଶ, ଅଶିଷ୍ଟ ଲୋକର ମିଷ୍ଟତା, ଅଜିତେନ୍ଦ୍ରିୟର କୁଳ, ବିଷୟି ଲୋକର ଧର୍ମ, ଦୁଃଶୀ ଲୋକର ବିଦ୍ୟା, କୃପଣ ଲୋକର ସୁଖ ନଷ୍ଟ ହୁଏ; ଯେଉଁ ରାଜାର ମନ୍ତ୍ରୀ ପ୍ରମତ୍ତ ହୁଏ ତାହାର ରାଜ୍ୟ ନଷ୍ଟ ହୁଏ। ପୁନଶ୍ଚ ଦେଖ, କର୍ମରେ ନିପୁଣ ଲୋକ, ଶତ୍ରୁ, ରାଜାଙ୍କ ପ୍ରିୟ ଲୋକ, ନିଜ ଲୋକ, ଏମାନଙ୍କଠାରୁ ପ୍ରଜାମାନଙ୍କ ରାଜା ସିଦ୍ଧ ପରି ରକ୍ଷା କରିବ। ହେ ଭାଇ, ସଂପ୍ରକାରରେ ଆମ୍ଭ କଥା କର, ଆମ୍ଭେମାନେ ମଧ୍ୟ ବ୍ୟବହାର କରିଅଛୁ। ଏହି ସଞ୍ଜୀବକ ଶିଷ୍ୟ ଭକ୍ଷଣ କରେ, ଇହାକୁ ଅର୍ଥାତ୍ସ୍ୱୀକାରରେ ନିଯୁକ୍ତ କର। ଏହି କଥାରେ ତାହା କଲ୍ପ ବାଦ ସେହି ନିଜଠାରୁ ଅନ୍ୟ ସକଳ ପରିବାରମାନଙ୍କୁ ତ୍ୟାଗ କରି ପିଙ୍ଗଳକ ସଞ୍ଜୀବକ ଦୁହେଁ ଅତିଶୟ ପ୍ରୀତିରେ କାଳଯାପନ କଲେ।

2. What is the meaning of the word ନିରପେକ୍ଷ in the following sentence?

ଏହେଉରୁ ଆମ୍ଭେ କହିଲୁଁ, ପ୍ରଭୁଙ୍କୁ ନିରପେକ୍ଷ କହିବ ନାହିଁ, ଇତ୍ୟାଦି

3. What is the drift of the following sentences?

ଦେଖ, ଯେ ପ୍ରିୟ ସେ ଅପ୍ରିୟ କର୍ମ କଲେ ସୁଦ୍ଧା ପ୍ରିୟ ହୋଇ ଥାଏ; ଆଉ ଯେ ପ୍ରିୟ ସେ ମଧ୍ୟ ଅତ୍ୟନ୍ତ ଅପ୍ରିୟ କାର୍ଯ୍ୟ କରି ପ୍ରିୟ ହେଉଅଛି।

4. In the following sentences, what is ଅନୁପେକ୍ଷା, what is ଅମାତ୍ୟ, what is the proper meaning of ଶାସ୍ତ୍ର and of ସ୍ତୁପ?

ହେ ମହାରାଜ, ଶୁଣୁନ୍ତୁ, ଯାହାର ହର୍ଷ ଓ କ୍ରୋଧ ସମାନ ଆଉ ଶାସ୍ତ୍ରରେ ଦୃଢ଼ ଜ୍ଞାନ ଆଉ ସଦ୍ଦା ଇତ୍ୟଙ୍କର ଅନୁପେକ୍ଷା, ପୃଥ୍ୱୀ ତାଙ୍କର ଧନଦା ହୁଏ। ରାଜାଙ୍କ ସହିତ ଯେଉଁମାନଙ୍କର ହାନ ଲାଭ ହୁଏ ସେମାନଙ୍କ ଅମାତ୍ୟ ବୋଲି ରାଜା କଦାଚ ଅବଜ୍ଞା କରିବ ନାହିଁ; ହେତୁ କ ସ୍ଖଲଙ୍କ-ବଶିଷ୍ଠ ରାଜା ମଦାନ୍ଧ ଉଦ୍ୱିଗ୍ନ ହସ୍ତି ସ୍ତୁପ କୌଣସି ବକ୍ରୁ କଶେଷ ଚେଷ୍ଟା ଦ କଲେ ତାଙ୍କ ହସ୍ତ କିଛି ଅବଲମ୍ବନ କରି ପାରେ ନାହିଁ।

5. What is the literal meaning of ଦୁର୍ଗ?

ଏ ସ୍ଥାନର ଦୁର୍ଗ ଦାହ କର।

6. In the following paragraph give the meaning of—

ସଂଗ୍ରାମ ଉତ୍ସାର୍ଗ ନେଉଟା ଗର୍ହଣୀୟତା ମଦାନ୍ଧ।

ଗୃଧ୍ର କହୁଅଛ, ଯଥାଗମି ମତ୍ତ ସଂଗ୍ରାମ ହସ୍ତିର ନେଉଟା ଯେମନ୍ତ ନଦୀକୁ ଯାଏ, ସେହିରୂପେ ଉତ୍ସାର୍ଗଗାମି ମଦାନ୍ଧ ରାଜାଙ୍କ ନେଉଟାମାନେ ଗର୍ହଣୀୟତା ପାଆନ୍ତି। ହେ ମହାରାଜ, ଶୁଣିବା ହେଉ, ଦୁର୍ଗ କି ଆମ୍ଭମାନଙ୍କ ଯୁଦ୍ଧରେ ଉଗ୍ର ହୋଇଅଛ, ନା ତୁମ୍ଭ ପ୍ରତାପ ଓ ଉପାୟରେ?

7. What is the difference between ପ୍ରତାପ ଓ ଉପାୟରେ?

8. Explain and illustrate the moral lessons contained in the following passage:—

ତାହା ବଜ୍ଞମାନେ କହିଅଛନ୍ତି, ସଂସାରରେ ସକଳ ଦାନ ମଧ୍ୟରେ ଅଭୟ ଦାନକୁ ଯେମନ୍ତ ମହାଦାନ କରି ବୋଲନ୍ତି, ତେମନ୍ତ ଭୂମିଦାନକୁ ବୋଲନ୍ତି ନାହିଁ, ସୁବର୍ଣ୍ଣଦାନକୁ ବୋଲନ୍ତି ନାହିଁ, ଗୋଦାନକୁ ବୋଲନ୍ତି

ନାହିଁ, ଅନ୍ନଦାନକୁ ବୋଲନ୍ତୁ ନାହିଁ । ଏବଂଚ ସବୁ କାମନାଦାୟକ ଅଶ୍ୱମେଧ ଯଜ୍ଞର ଯେଉଁ ଫଳ, ସେ ସମସ୍ତ ଫଳ ଶରଣାପନ୍ନ ବ୍ୟକ୍ତିକୁ ରକ୍ଷା କଲେ ହୁଏ ?

9. Give as many synonymes as you can of ସୁବର୍ଣ୍ଣ ସିଂହ ନଦୀ ପୃଥିବୀ ?

10. Can you give the rule for the change of ନ into ଣ ?

Oriyah.

Examiner. Rev. K. M. Bannerjee.

1. Translate the following Oriyah passage into English, and the English into Oriyah ?

ରାମ ଯାଏ। କଲେ ଅଯୋଧ୍ୟା ନଗରସ୍ଥ ସକଳ ଲୋକେ ରଥର ପଛେ ପଛେ ଗଲେ ; ଏକ ରାଜା ଦଶରଥ ଯଦବା ଉଦ୍ଧାନ ଶକ୍ତି ରହିତ ତଥାପି ପୁଣିଙ୍କୁ ଦେଖିବା କାରଣ ବାହାରେ ଆସି ଖଡ଼ା ହେଲେ । ତାହା ରାମ ସ ରଥିକ କହିଲେ, ସାରଥେ ! ଆମ୍ଭେ ପିତାଙ୍କ ଦୁର୍ଗତି ଆଉ ଦେଖି ପାରୁନୁ ନାହିଁ, ତୁମ୍ଭେ ଶୀଘ୍ର ରଥ ଚଲାଅ ।

The temples which the Boodhists were now constrained to abandon, were speedily occupied by the Brahmins. Under the Brahmins the construction of these cave-temples was carried to a high degree of perfection. In the heart of India, at Ellora in the Deccan, they formed temples out of the solid rock, which exceed in magnificence any thing elsewhere to be seen.

2. Why is the negative prefix short in ନାର୍ଧନ but long in ନାରବ ?

3. Point out the Shandhi in ଶୀଘ୍ରାର୍ଦ୍ଧ ଉତ୍ସୋଦ୍ୟମ ମାତ୍ରୋତ୍ତକ ପୂର୍ଣେନ୍ଦୁ ପଞ୍ଚାନନ ନଗେନ୍ଦ୍ର and give their meanings ?

4. Why is it that the word ତେଜଃ forms its compound in a different way in each of the following words: ତେଜଶ୍ଚନ୍ଦ୍ର ତେଜଃପୁଞ୍ଜ ତେଜୋରାଶି ?

5. What is the force of the particles ବା ଏ ଓଃ ଥା when affixed to pronouns ? Give examples ?

6. Give the different meanings of the words ପର ଅଜ ବ୍ୟଞ୍ଜ ନ ପ୍ରଜା and of the terminations ଜ ଗ ପ ଧି when added to nouns?

7. Derive ଜଳଦ ନୃପ ନଗ ମହୀପାଲ ନୃପତି ମଧୁପ ଅମ୍ବୁଜ ନରେଶ ଗିରୀଶ ଭାସ୍କର ଶଶୀ ହିମାଂଶ giving their meanings at the same time?

Hindee.

बहुत कीन्ह हठ लषण प्रभु नहिं कछु केवट लेइ
बिदा कीन्ह करुणायतन भक्तिबिमल बर देइ

तब मज्जन करि रघुकुलनाथा पूजि पार थी नायउ माथा। सिय सुर सरिहि कहा कर जोरी मातु मनोरथ पुरइव मोरा। पति देवर संग कुशल बहोरी आइ करौं जेहि पूजा तोरी। सुनि सिय बिनय प्रेम रस सानी भइ तब विनय बारि बर बानी। सुनु रघुबीर प्रिया वैदेही तव प्रभाव जग बिदित न केही। लोक पहीहिं विलोकत तोरे तोहि सेवहिं सब सिधि कर जोरे। तुमजो हमहिं बडि बिनय सुनाइ कृपा कीन्ह मोही दीन्ह वडाइ। तदपि देवि मैं देव अशीसा सुफल होन हित निज बागीशा

1. Translate the above into English?

जो गुणरहित सगुण सो कैसें
जलहिम उपल बिलग नहिं जैसें

2. Explain the above lines:—

सो मैं तुमसन कहौं सव सुनु मुनीश मन लाइ। रामं कथा कलि मल हरणि मंगल करनि सुहाइ। स्वायभू मनु अरु शतरूपा। जिनते भइ नर सृष्टि अनूपा। दपति धम अचरण नीका। अजहुं गाव श्रुति जिनकी लोका। नृप उत्तानपद सुत तासू। ध्रुव हरिभक्त भये सुत जासू लघसुत नाम प्रियव्रत ताही। वेदपुराण प्रशंसत जाही। देवहूति पुनिता सुकुमारी। जोमुनि कर्दम का प्रिय नारी। आदि देव प्रभु दीन दयाला। जठर धरेउ जेहि कपिल कृपाला। सांख्य शास्त्र जिन प्रगट बखाना। तत्त्व बिचार निपुण भगवाना॥ तेइ मनु राज कीन्ह बहु काला। प्रभु आयसु बहु बिधि प्रतिपाला।

3. Give the meaning of मुनीश्र अनूपा श्रुति आयसु पुनिता तत्त्व स्वायंभू दंपति।

4. In what cases are the following nouns and pronouns, and how are they governed? सो मन जिनते लोका जासु ताही जेहि राम कथा मंगल।

5. Point out the nominatives to the verbs कहौं भइ गाव अशंसत घरेड

6. Who is here meant by आदिदेव?

7. Give some account of Kapila named in the text?

8. What is the *Sánkhya Sástra* here mentioned?

9. Turn the following lines into prose (Kharibolee), using as many of your own words as you can?

अगणित रवि शशि शिव चतुरानन बहु गिरि सरित सिंधु महि कानन काल कर्म गुण दोष सुभाउ सो देखा जो सुनन काउ देखी माया सब विधि गाढी अति सभीत जोरे कर ठाढी देखा जीव नचावै जाही देखी भक्ति जो छोरै ताही।

Hindee.

Examiner.—Rev. K. M. Bannerjee.

1. Translate the following passage into English :—

वायु के चलने का कारण ऊश्मा है जब वायु का कोई भाग सूर्य की किरण वा पृथिवी की उष्णता वा और किसी कारण से उष्ण होने के कारन पतला और हलका होकर फैलता है तौ वह पवन का भाग लघुता के कारन ऊपर को चढता है और ऊपर की ठंढी वायु भारी पन के कारण आस पास से खिसल कर उसी रीत जगह में आजाती है कारन यह है हलकी वस्तु ऊपर और भारी वस्तु तले रहती है जैसा तेल और पानी को मिलाओ तौ भारी पनसे पानी नीचे और हलकावट से तेल ऊपर होजायगा।

2. When substantives are formed from adjectives by the terminations ई and ता, in what genders are they?

3. Give the genitive, accusative, locative and ablative termination of nouns in Kharibolee and Brajbhakha.

4. Distinguish between the particles घर ही and भी.

5. Derive खाभी पत्ती तिर्य शंकर शशी पुरंदर तुरंग भुजंग.

6. Give as many words in Hindee as you may know for sun, moon, heaven, earth, mountain, river, sea, cloud, water.

7. Give the different meanings of the words जो पर विधि अंक गुरु

8. Turn the following passage into Brajbhakhany :—

अरे भाई ईश्वर की सृष्टि अपार है मनुष्य की इतनी बुद्धि कहां है जो ईश्वर की सृष्टि का पार पा सके जितना मैंने तुझे सुनाया उतना सब ईश्वर की छाति का एक अतिही छोटा भाग है क्यों कि सूर्य और ग्रह उपग्रह तारा मंडल इनमें से कोई ईश्वर की सृष्टि से बाहर नहीं है आकाश में जो ग्रह दिखाई देते हैं उनसे सूर्य बडा है और उसी के तेज से धरती पै प्रकाश और उष्णता है परंतु वह पृथिवी से अतिही दूर है जो घोडा एक घंटे में तीस क्रोस जा सकता हो वह दिन रात चला जाय तै धरती से सूर्य तक एकसो अस्सि वर्ष में पहुंच सकता है।

9. Translate the following lines into Hindee:—

It has been asserted by some historians that Jey Chundra, the last king of Kunouj, out of hatred to the king of Delhi, invited Mahomed Ghory to invade India; but the evidence of this act of treachery is not sufficient to entitle it to credit. Jey Chundra, however, assumed the honour of lord paramount of India, and to sustain this character determined to perform the magnificent sacrifice of the horse. It is an ancient remark, that this sacrifice, whether consummated or not, has ever been followed by a train of misfortunes. Dushurutha, the king of Uyodhya, who succeeded in performing it, was soon after deprived of his son Rama, who was obliged to retire into the forest, and there lost his wife.

Sanscrit.

Examiners.— { REV. K. M. BANNERJEE.
BABOO RUNG LALL BANNERJEE.

1. Translate the following passage into English:—

दिष्टान्तमाप्स्यति भवानपि पुत्रशोका-
दन्त्ये वयस्यहमिवेति त मुक्तवन्तम् ।
आक्रान्तपूर्व्वमिव मुक्तविषं भुजङ्गं
प्रोवाच कोशलपतिः प्रथमापराध ः ।
शापोपयदृष्टतनयाननपद्मशोभे
सानुग्रहो भगवता मयि पातितोयं ।
कृष्यां दहन्नपि खलु क्षितिमिन्धञ्चनेद्धो
वीजप्ररोहजननीं ज्वलनः करोति ।
इत्थं गते गतघृणः किमयं विधत्तां
वध्यस्तवेत्यभिहितो वसुधाधिपेन ।
एधान् हुताशनवतः स मुनिर्ययाचे
पुत्रं परासुमनुगन्तुमनाः सदारः ।
प्राप्तानुगः सपदि शासनमस्य राजा
सम्पाद्य पातकविलुप्तधृतिर्निवृत्तः ।
अन्तर्निविष्टपदमात्मविनाशहेतुं
शापं दधज्ज्वलनमौर्वमिवाम्बुराशिः ।

a. What is the meaning of दिष्ट ? Has it any other meaning?

b. Derive हुताशन परासु भुजंग वसुधा

c. Parse विधत्तां? What does अयं refer to?

d. What is the meaning of और्वं?

e. Explain the similies in the above passage?

f. Why is the final म् omitted in the infinite अनुगन्तु? Give the rule?

2. अमूर्विमानान्तरलम्बिनीनां श्रुत्वा स्वनं काञ्चनकिंकिणीनां ।
प्रत्यद्व्रजन्तीव खमुत्पतन्त्यो गोदावरीसारसपंक्तयस्त्वां ।
षण त्वया पेशलमध्यपापि घटाम्बु संवर्धितबालचूता

आनन्दयत्यन्मुखकृष्णसारा दृष्टा चिरात् पञ्चवटी मनोमे।
भ्रूभेदमात्रेण पदान्मघोनः प्रभ्रंशयां नहुषं चकार।
तस्याविलाम्भः परिशुद्धिहेतो र्भौमो मुनेः स्थानपरिग्रहोयऽम्।
त्रेताग्निधूमाग्रमनिन्द्यकीर्त्ते स्तख्येदमाक्रान्तविमान मार्गम्।
घ्रात्वा हविर्गन्धि रजोविमुक्तः समश्नुते मे लघिमानमात्मा।

g. Render the above passage into prose, giving as far as you can other words synonymous with those in the text?

h. State the legends implied in the 5th and 6th lines?

i. Give the 3rd sing. present, 3rd preterite and 2nd preterite of घ्रा and the nom. and instrumental plural of हविः?

k. Of what conjugation is समश्नुते? Is there any other root अश् of another conjugation?

3. स्थाणुदग्धवपुषस्तपोवनं प्राप्य दाशरथिरात्तकाकुकः र्म।
विग्रहेण मदनस्य चारुणा सोभवत् प्रमिनिधि र्न कर्मणा
तौ सुकेतुसुतया खिलीकृते कौशिकाद्विदितशापया पथि।
निन्यतुः स्थलनिवेशिताटनी लीलयैव धनुषी अधिज्यतां।
ज्यानिनादमथ गृह्णती तयोः प्रादुरास बहुलक्षपाच्छविः।
लाडका चलकपालकुण्डला कालिकेव निविडा बलाकिनी।

l. What is the peculiar force of the word प्रतिनिधिः in the 2nd line, and what does the Poet imply by the words न कर्मणा?

m. Who was सुकेतुसुता? What is the meaning of खिलीकृते?

n. In what cases are धनुषी and अधिज्यतां and how are they governed? What is implied by the word लीलया?

o. What is the meaning of बहुल?

p. Give the gender, number and case of स्थलनिवेशिताटनी?

Sanscrit.

Examiners.— { REV. K. M. BANNERJEE.
BABOO RUNG LALL BANNERJEE.

माल्यं। भो यतः प्रभृति सर्वमायात्सिद्धाश्रमवृत्तान्तमश्रौषं तत आरभ्य

दूराद्वीपो धरणीधराभं यस्ताटकेयं लवणवद्यधूनोत् ।
हन्ता सुबाहोरपि तटकारिः सराजपुत्रो हृदि बाधते मां

1. Of what conjugation is अश्रौषं ? What part of the verb is it? Give its 1st person singular, 2nd dual, and 3rd plural of the present tense.?

2. Give the gender, number and case of दवीयः and हृदि and their nominative plurals?

3. What is the meaning of the line यस्ताटकेयं लवणवद्यधूनोत and of the phrase हृदि बाधते मां

शत्रुमूलमनुत्खाय न पुनर्द्रष्टुमुत्सहे ।
त्र्यम्बकं देवमाचार्यमाचार्याणीं च पार्वतीं

4. What is the root of अनुत्खाय ? Give its 3rd dual, 2nd preterite, and 3rd singular benedictive, and past passive participle?

धर्मे ब्रह्मणि कार्मुके च भगवानेषो हि मे शासिता
सर्वज्ञत्वनिवर्हणस्य विनयं कुर्युः शिक्षां त्रयाः ।
संबन्धस्तु वशिष्ठमिश्रविषये मान्यो जरायां न तु
स्पर्द्धायामधिकः समश्च तपसा ज्ञानेन चान्योस्ति मे ।

5. Translate these lines into English?

तपो वा शस्त्रं वा व्यपदिशति यः कश्चिदिह वः
स दर्पादुद्दामद्विषमसहमानः स्खलयतु ।
अरामां निःसीरध्वजदशरथीक्षत्य जगती
मदशस्त्रक्षुण्णानपि परशुरामः शमयति ।

6. What is meant by अरामां ? Give the infinitive and 1st future, 3rd singular of सह ?

7. What is the 2nd future, 1st singular of दिश् ? Give the rules about admitting द before the terminations of this tense ?

एकः सन्नपि भूरिदोषगहनः सोयं त्वया प्रेयसा
वत्स ब्राह्मणवत्सलेन शमितः क्षेमाय दर्पामयः

8. In what case is प्रेयसा ? What is its nominative singular ? Give the meaning of दर्पामय ?

तस्यां चीरधरश्चतुर्दश समास्तिष्ठत्वसौ तं पुनः
सीतालक्ष्मणमात्रकात्परिजनादन्यो न चानुव्रजेत्

9. Give the meanings of चीरधर and समाः what governs तं?

10. Translate the following English lines into Sanscrit, and the Sanscrit into English?

It is clear that at the time when the Institutes of Munoo were compiled, Hindoo sovereignty was limited to the North, which is represented as the abode of the gods and respectable men,—that is of the Hindoos while the rest of India was the residence of Mlechas, that is, of the aborigines.

अथ त्रयो ऽपि ते गत्वा मेघनादस्य समीपे समस्तमपि वृत्तान्तं निवेद्य तस्थुः । अथ स प्रोवाच । कियन्मात्रो ऽसौ वराको गजे महाजनस्य कुपितस्याग्रे । तन्मदीयो मन्त्रः कर्तव्य । मक्षिके त्वं गत्वा मध्याह्नसमये तस्य मदोद्धतस्य गजस्य कर्णे वीणासौरवंसदृशं शब्दं कुरु येन निमीलितनयनः श्रवणसुखलालसो भवति । ततश्च काकुदृक स्फोटितनयनो ऽन्धीभूतस्तृषार्तो मम गर्तातटाश्रितस्य सपरिकरस्य शब्दं श्रुत्वा जलाशयं मत्वा समष्यति ।

Urdu.

Examiner.—Mr. Fallon.

بعضے شک مین حیران سرگردان هین بعضے عقل و دلیل کے
مقر هین بعضے تقلید پر قایم هین انکے سوا اور بهي بهت سے
مذاهب مختلف هین که جنمین یے سب گرفتار هین اور
همارا دین و طریق ایک هی خدا کو واحد لاشریک جانتے هین
رات دن اسکي تسبیح و تهلیل مین مشغول هین کسي بندے
پر اُسکے اپنا فخر نهین بیان کرتے جو کچهه هماري قسمت مین
مقدر کیا هی اسپر شاکر هین اسکے حکم سے باهر نهین هین یهه
نهین کهتے که یهه کیون اور کسواسطے هی جسطرح آدمي اسکے

احکام اور مشیت و منعت مین اعتراض کرتے هین مهند سون
اور مساحون پر جو تم اپنا فخر کرتے هو سو وے دلیلون کي فکر
مین رات دن گهبرائے هوئے رهتے هین جو چیزین که وهم و تصور
سے باهر هین انکا دعوي کرتے اور آپ نهین جانتے جو علوم که
ان پر واجب هین انکي طرف میل نهین کرتے خرافات کي
طرف جسے کچهه احتیاج متعلق نهین قصد کرتے هین

1. Give the etymology and the primary and secondary meanings of سرگردان, تصور, وهم, اعتراض, گرفتار, مقر?

2. Point out the difference of meaning between شک and محتاج شیخي and فخر حیران, گهبرائے, سوچ and فکر, شبه and مفلس?

3. Write down the derivatives of قسم, حکم, دعوي, قصد, عقل?

4. Parse خدا کو واحد لاشریک جانتے هین, بیان کرتے and the clause دلیل کي فکر مین, اسکي تسبیح and give the *tarkib* of مذاهب مختلف صرف نحو in the technical terms of the Urdu?

5. Distinguish by stops the divisions of the clause beginning with اعتراض کرتے هین and ending with یهه نهین کهتے که یهه کیون and give every division of the clause its appropriate designation?

6. Why should it be اُسکے حکم سے and not اسکا? Give a comprehensive rule on this point?

7. Write down all the Arabic words in this passage, with any Persian or Hindi equivalents which might be used in preference?

8. Are the expressions شاکر مقدر, جس طرح and وهم and the clauses good Urdu? If not, what would you substitute?

جسے کچهه احتیاج متعلق نهین
کسي بندے پر اسکے اپنا فخر نهین بیان کرتے
اور بهي بهت سے مذاهب مختلف هین که جنمین

9. Translate into English from the word مہندسون to the end of the passage?

10. Translate the following into simple, idiomatic Urdu?

Contentment abides with truth. And you will generally suffer for wishing to appear other than what you are; whether it be richer or greater, or more learned. The mask soon becomes an instrument of torture.

Fit objects to employ the intervals of life are among the greatest aids to contentment that a man can possess. The lives of many persons are an alternation of the one engrossing pursuit, and a sort of listless apathy. They are either grinding, or doing nothing.

Urdu.

Examiner.—Mr. Fallon.

جتنا اسباب تھا سب میرے حوالہ کئے کہ یہہ تمہارا مال ہی خوشي هوگي پھرتے هوئے لیتے جائیو مین نے یونہین کیا پر یہہ حیرت ہی مجھہ سے فقیر تنہا سے یہہ سلوک هوا تو ایسی غریب هزارون تمہارے ملکون مین آتے جاتے هونگے پس اگر هر ایک سے یہي مہمانداري کا طور رهتا هوگا تو مبلغ بیحساب خرچ هوتے هونگے پس اتني دولت کہ جسکا یہہ صرف ہی کہان سے آئي اور کیسي ہی اگر گنج قارون هو تو وفا نکرے اور ظاهر مین اگر ملکہ کي سلطنت پر نگاہ کیجئے تو اوسکي آمد فقط باورچي خانہ کي خرچ کو بهي کفایت نکرتي هوگي اور خرچون کا تو کیا ذکر ہی اگر اسکا بیان ملکہ کي زبان سے سنون تو خاطرجمع هو قصد ملک نیمروزکا کرون اور جون تون وهان جا پہنچون پھر سب احوال دریافت کرکے ملکہ کي خدمت مین بشرط زندگي بار دیگر حاضر هو اپنے دلکي مراد پاؤن

1. Write out the above passage, with the addition of such stops, accents, and underlining as are employed in English books to indicate pause, emphasis, and inflexion of the voice, taking care to distinguish between ی *murúf* and ے *mújhùl*, and to insert the vowel points (اِعراب) of Arabic words, and where necessary he *kasra muzaf* (ـِ) ?

2. Translate the above passage into English, preserving as nearly as possible the style of the original?

3. Point out all the idioms in the passage, with their Arabic Persian or Hindi equivalents commonly used in Urdu. State which of these you prefer, and give reasons for your preference.?

4. Parse ظاهر میں, نہیں تو, اگر گنج قارون ہو تو وفا نکرے? Give the *fàil* and *mafùl* of the last word in the passage, پاوں and the *trakìb* of بار دیگر, مجھہ سے فقیر تنہا سے and قصد ملک نیمروزکا کرون. The terms of the Urdu صرف نحو should be employed?

5. Give the etymology and meaning of آمد, قصد, دریافت, مہمانداري, مبلغ, tracing in each case the secondary meaning of the word from its primary meaning?

6. Distinguish between the special meaning and application of the words ذکر and بیان, صرف and خرچ, وفا and کفایت, شرط and مراد, اقرار and مطلب.

7. Would any of the following alterations in the text be inappropriate or inelegant?—اسباب for مال, تم چاهو for چاهو, ورنہ for اچنبها, پهرتے هوے for بر وقت مراجعت, نہیں تو for کل اسباب, جا پہنچون for پہنچون, گنج for خزانہ, حیرت for نکرتي هوگي for نکریگي, آمد for محاصل, جتنا اسباب تها سب

8. What merits of style do you perceive in this passage?

9. Write out the third person singular of each mood and tense of verb جانا.

Persian.

Examiner.—Mr. Fallon.

انرا که حساب پاکست از محاسبه چه باک است

بیت

مکن فراخ روي در عمل اگر خواهي
که وقت رفع تو باشد مجال دشمن تنگ
تو پاک باش ومدار ای برادر ازکس باک
زنند جامهٔ نا پاک گازران بر سنگ

گفتم حکایت آن روباه مناسب حال تست که دیدندش گریزان و افتان و خیزان میرفت کسی گفتش چه آفتست که موجب چندین مخافتست گفت شنیده ام که شتران را بسخره میگیرند گفتند ای سفیه شتر را با تو چه مناسبت است و ترا با او چه مشابهت گفت خاموش اگر حاسدان بغرض گویند که این نیز شتر بچه است و گرفتار آیم کرا غم تخلیص من باشد و تا تریاق از عراق آورده شود مار گزیده مرده بود *

1. Write out the above passage, with the addition of such stops accents, and underlining, as are employed in English books to indicate pause, emphasis, and inflexion of the voice, taking care to distinguish between ی *màruf* and ے *majhùl*, and to insert the vowel points (اعراب) of Arabic words, and where necessary, the *kasra muzàf* (,)?

2. Translate the passage into English, preserving as closely as possible, the style of the original?

3. Distinguish between حساب and محاسبه and between مناسبت and مشابهت? Might we use خوف for مخافت?

4. Point out any good idioms or well chosen expressions in the passage. What are its merits of thought or style?

5. Give the etymology of the following words, and shew the relation between the primary meaning and the sense in which the words are used in the passage سخره رفع, فراخ روي تخليص?

6. What connection is there between the fourth line of the verse (بيت) and the first line of the whole passage, beginning with انرا and by what term in Persian rhetoric is this kind of relation distinguished?

7. Parse from که اين نيز to من باشد Also مارگزيده مرده بود. Give the *tarkib* of حكايت آن روباه مناسب حال تست. In the verse (بيت), which is the *shart* and which the *jaza*?

8. Translate the following into Persian:—

Contentment abides with truth, and you will generally suffer for wishing to appear other than what you are; whether it be richer, or greater, or more learned. The mask soon becomes an instrument of torture.

Fit objects to employ the intervals of life are among the greatest aids to contentment that a man can possess. The lives of many persons are an alternation of the one engrossing pursuit, and a sort of listless apathy. They are either grinding or doing nothing.

Persian.

Examiner.—MR. FALLON.

گفتار اندر فضيلت خاموشي

فراوان سخن باشد آگنده گوش نصيحت نگيرد مگر در خموش

چوخواهي كه گوئي بنفس برنفس حلاوت نيابي ر گفتار كس

نبايد سخن گفت نا ساخته نشايد بريدن نينداخته

تامل كنان در خطا و صواب نه ار راز خايان حاضر جواب

کمال است درنفس انسان سخن تو خود را بگفتار ناقص مکن

حکایت

یکی ناسزا گفت در وقت جنگ گریبان درید وے را بچنگ
قفا خورده عریان وگریان نشست جهاندیدهٔ گفتش ای خود پرست
چو غنچه گرت بسته بودی دهن دریده ندیدی چو گل پیرهن
سرا سیمه گوید سخن پر گزاف چو طنبور بیمغز بسیار لاف
نه بینی که آتش زبان است و بس بآبی توان کشتنش در نفس
اگر هست مرد از هنر بهره ور هنر خود بگوید نه صاحب هنر
اگر مشک خالص نداری بگوی گرت هست خود فاش گردد ببوی
بسوگند گفتن که زر مغربیست چه حاجت محک خود بگوید که چیست

1. Give an English paraphrase of the حکایت beginning with یکی

2. *a.* Point out all the idioms and metaphors in this passage from the Bostan.

b. What merit do you see in the couplet beginning with کمال است?

c. May we not write قبم for خطا?

d. In what respect is the word بیمغز well put in this pasage?

3. Distinguish between حاضر جواب and جواب بر محل and between ساخته and ساخته عبارت as used in this passage and also between خود پرست and خود غرض, خالص and پاك. ?

4. What kind of *kalma* or *harf* is مگر? Give the *foil* and *mafúl* of نگیرد in the 2nd line, and the *tárksb* of طنبور بیمغز, گفتارکس and تو خود را بگفتار ناقص مکن ?

Parse گرت بسته بودی دهن Also نباید سخن گفت نا ساخته and بسوگند گفتن ?

Which is the *jaza* in the 13th line of the *hikayat* commencing اگر مشك ؟

5. Write the last two lines of the *hikayat* commencing بسوگند in the prosaic order, and mark each clause or sentence by such tops as you would employ in English?

6. Give the 3rd person singular of each mood and tense of the passive voice of the verb ساختن to make?

Latin—Prose.

Examiners.— { Rev. J. Richards. / Mr. Sanders.

1. What is the difference of meaning, 1st, between *praedico* and *praedico*, *foris* and *foras*, *oblitus* and *oblitus*, *patére* and *patere* *réfert* and *refert*; 2nd, between *careo* and *egeo*, *quotidie* and *in dies* *aliquis* and *quidam*?

2. Conjugate the verbs to which these parts belong;—divello, desinant, aperio, comperio, inusta?

3. 'Nisi vero si quis est, qui Catilinæ similes cum Catilina sentire non putet.'

Of what case is Catilinæ—and why? Explain 'cum Catilina sentire?'

4. '*Ubinam gentium sumus?*'

'*Est mihi tanti*, Quirites, hujus invidiæ falsæ atque iniquæ tempestatem subire, *dummodo* vobis hujus horribilis belli ac nefarii periculum depellatur.'

'*Tabulæ novæ.*'

'Confirmasti te ipsum jam esse exiturum; dixisti *paullulum tibi esse etiam tum moræ quod ego viverem.*'

Explain the portions in Italics?

5. In the examples under the preceding exercise, why are *depellatur* and *viverem* in the subjunctive mood?—and what is the rule for *tanti*, for *moræ*, and for *gentium*?

6. Translate the following passage:—

'Quodsi ex tanto latrocinio iste unus tolletur; videbimur fortasse ad breve quoddam tempus cura et metu esse relevati: periculum autem residebit, et erit inclusum penitus in venis atque in visceribus reipublicæ. Ut sæpe homines ægri morbo gravi, cum æstu febrique jactantur, si aquam gelidam biberint, primo relevari videntur, deinde multo gravius vehementiusque afflictantur: sic hic morbus, qui est in republica, relevatus istius pœna, vehementius vivis reliquis ingravescet. Quare, patres conscripti, secedant improbi, secernant se a bonis, unum in locum congregentur, muro denique, id quod sæpe jam dixi, secernantur a nobis, desinant insidiari domi suæ consuli, circumstare tribunal prætoris urbani, obsidere cum gladiis curiam, malleolos et faces ad inflammandam urbem comparare. Sit denique inscriptum in fronte unius cujusque civis, quid de republica sentiat.'

7. Translate the subjoined anecdote into Latin?

"I assuredly have chosen (opto) either a glorious death or a successful issue (felix exitus) of daring. I am ready therefore to run before (you) even alone. On hearing these (words), the centurion Pedanius, holding in (his) right-hand the standard (signum) (which he had) torn up (convello) (from the ground), says "presently this shall be along with me within the hostile ramparts (vallum); wherefore let those follow who do not wish it to be taken;" and he burst (irrumpo) with it into the camp of the Carthagenians, and drew the whole legion with him.'

N. B.—The English words within brackets are not to be translated, and those connected by hyphens are to be rendered by a single word.

8. *a.* Parse 'duint.'

b. What trait of national feeling appears in the expression 'regie factum?'

c. Give the meaning of the phrases,

'Post hominum memoriam.'

'Per me tibi obstiti.'

'Faciam id quod est ad severitatem lenius, et ad communem salutem utilius.

Latin.

Examiners.— { Rev. J. Richards. / Mr. Sanders.

1. When and where was Horace born and educated? By whom was he introduced to Augustus?

2. Translate the following passage into English, and answer the questions succeeding:—

Agricolæ prisci, fortes parvoque beati,
Condita post frumenta, levantes tempore festo
Corpus et ipsum animum spe finis dura ferentem,
Cum sociis operum, pueris et conjuge fida,
Tellurem porco, Sylvanum lacte piabant;
Floribus et vino Genium, memorem brevis ævi.
Fescennina per hunc invecta licentia morem
Versibus alternis opprobria rustica fudit;
Libertasque recurrentes accepta per annos
Lusit amabiliter; donec jam sævus apertam
In rabiem verti cœpit jocus, et per honestas
Ire domos impune minax.

(*a*) "Genium memorem brevis ævi." What did the Romans mean by the god Genius? How do yon explain the expression 'memorem brevis ævi?'

(*b*) "Versibus alternis." How do you understand these words?

3. Conjugate fudit, lusit, cœpit; and decline jocus, operum, lacte.

4. Explain the following expressions:—

"Jove judicat æquo."
"Totum ducit, venditque poema."
"Tabulas peccare vetantes."
"Saliare Numæ carmen."
"Morbus regius."
"Triste bidental."

5. Give the meanings and derivations of the words 'mancipo,' 'vetustas,' 'tragœdus,' 'lutulentus,' 'repertor,' 'mediocris.'

6. Translate into English, and explain the historical allusions.

——————————— " sive receptus
Terra Neptunus classes Aquilonibus arecet,
Regis opus, sterilisve diu palus, aptaque remis,
Vicinas urbes alit, et grave sentit aratrum;
Seu cursum mutavit iniquum frugibus amnis,
Doctus iter melius? "

7. What are respectively the antecedent pronouns to, 'qui,' 'qualis,' 'quantus,' 'quot.' In what respect does the relative agree with the antecedent?

Geography.

Examiners. { MAJOR SHERWILL. / MR. MARTIN.

1.—Describe minutely, and in regular order, commencing from the North Sea, the boundaries of Europe; giving the names of the various seas, countries, rivers, or mountains that define its limits.

2. Give the names of the sixteen great kingdoms of Europe and their capital cities; together with the rivers or seas upon which these cities stand.

3. Enumerate the great nations occupying Asia; and give a rough outline Map, showing their relative positions.

4. Give the names of the states of America in which are situated the cities, New Orleans, Baltimore, Boston, New York and Washington.

5. Define the boundaries of India, naming at the same time the nations that border upon it. Give the names of twelve of its principal cities and six of its principal rivers. Give the total length of the Peninsula and its breadth from Calcutta to Bombay.

6. Describe the Carnatic, mentioning its general boundaries, principal cities, rivers and mountains.

7. Describe the course of the Ganges from its source to the sea; mentioning the Provinces and Districts through which it flows; and give the names of the principal cities that are upon its banks.

8. Give an account of the Doab that extends from Allahabad to Rohilkund, the names of the rivers that bound it, the districts that it contains, together with the cities that lie within its boundaries.

9. A traveller is desirous of proceeding direct from Calcutta to Peshawur; describe his route, mentioning all the most important cities through which he must necessarily pass on his journey.

10. Describe the Geographical position of the Himalaya mountains. Give the names and height of some of the highest peaks. Up to what elevation are these mountains habitable, and by whom are they inhabited?

11. What Districts or Provinces in India are famous for the following productions:—

1. Catechu. 2. Cinnamon. 3. Coal. 4. Coffee. 5. Cotton. 6. Diamonds. 7. Elephants. 8. Indigo. 9. Iron. 10. Lac. 11. Marble. 12. Nutmegs. 13. Opium. 14. Rice. 15. Silk. 16. Sugar. 17. Tea. 18. Tobacco. 19. Wheat.

History.

Examiners. { MAJOR SHERWILL. / MR. MARTIN.

1. In what year did the Jews first occupy the land of Canaan? Without entering into detail, relate the different changes which took place in the government of Palestine while inhabited by the Jews?

2. On what occasion was the peace of Antalcidas negotiated? What was the effect of this treaty?

3. Give an account of the incidents which happened in the few years subsequent to the death of Antipater?

4. What were the circumstances which led to the framing the laws of the Twelve Tables? By what means was this Code prepared?

5. Give a brief account of the First and Second Punic Wars, stating the provisions of the treaties in which they terminated.

6. Give an account of the two English missions to the Court of Jehangeer. What account is given of Jehangeer by the chiefs of these missions?

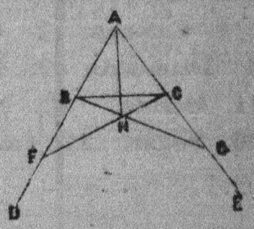
7. Who was the founder of the Mahratta dynasty? Give a brief history of his career?

8. What means were adopted by Hyder to obtain the sovereignty of Mysore, and give an account of the war between him and the English?

Euclid.

Examiners. { Dr. Mackay. / Mr. Thwaytes

1. In the annexed figure, for the 5th proposition of the 1st Book of Euclid, where H is the intersection of B G and C F, prove that A H will bisect the angle B A C?

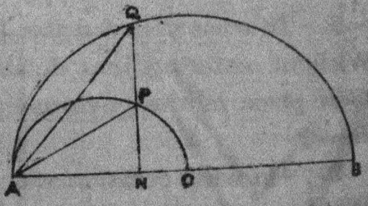


2. Draw a straight line through a given point parallel to a given straight line?

3. From a given point draw a line making equal angles with two given straight lines?

4. Describe a square that shall be equal to a given rectilineal figure?

5. If on the radius of a circle a semi-circle be described, as in the annexed figure, and from any point N in the diameter A O a perpendicular N P Q be drawn to meet the circles in P and Q, then, if the common extremity A of their diameters be joined with those points, the square upon A Q will be double of the square upon A P?



6. The angles in the same segment of a circle are equal to one another.

7. Any angle of a triangle, inscribed in a circle, is greater or less than a right angle, by the angle contained by the side subtending the angle, and a diameter from either extremity of that side.

8. From a given circle to cut off a segment which shall contain an angle equal to a given rectilineal angle.

Arithmetic and Algebra.

Examiners. { Dr. Mackay. / Mr. Thwaytes.

1. If the price of bricks depends upon their magnitude, and if 100 bricks, of which the length, breadth and thickness, are 16, 8 and 10 inches respectively, cost 2 Rs. 9 as., what will be the price of 9,21,600, bricks, which are one-fourth less in every dimension?

2. Explain the method of pointing in extracting the square roots of whole numbers and decimals? Find the square root of 57214096, and also the square root of 5 to four places of decimals?

3. Simplify $(1 + \frac{5}{6} + \frac{7}{8} + \frac{11}{12}) \div (\frac{3}{4} - \frac{5}{8})$.

and $\dfrac{7\frac{1}{2}}{6\frac{1}{2}} + \dfrac{11\frac{1}{2} - 2\frac{2}{5}}{11\frac{1}{2} + 2\frac{2}{5}} \times 10\frac{9}{13} - 6\frac{42}{273}$

4. A tea-dealer buys a chest of tea containing 2 maunds and 16 seers, at 4 Rs. 2 as. per seer, and two chests more, each containing 3 maunds and 24 seers, at 4 Rs. 10 as. per seer, at what rate per seer must he sell the whole in order to gain 576 Rupees?

5. Add together $\dfrac{1}{x+3} + \dfrac{x+1}{x^2-3x+9} - \dfrac{2x^2+x+12}{x^3+27}$

6. Divide $x^{\frac{4}{3}} + x^{\frac{2}{3}} y^{\frac{1}{2}} + y$ by $x^{\frac{2}{3}} - x^{\frac{1}{3}} y^{\frac{1}{4}} + y^{\frac{1}{2}}$

and simplify the expressions $\dfrac{a+c}{(x-a)(b-a)} + \dfrac{b+c}{(x-b)(a-b)}$

and $\dfrac{a^4-b^4}{a^2-2ab+b^2} + \dfrac{a-b}{a(a+b)}$

7. Solve the following equations?

$$\frac{1}{x-1} + \frac{1}{x-4} = \frac{2}{x-3} \quad \ldots\ldots\ldots\ldots \quad (1)$$

$$\frac{2x+11}{x+5} - \frac{9x-9}{3x-4} = \frac{4x+13}{x+3} - \frac{15x-47}{3x-10} \quad \ldots (2)$$

8. A person bought a picture at a certain price and paid the same price for the frame; if the frame had cost 1£ less, and the picture 15*s.* more, the price of the frame would have been only half that of the picture. Find the cost of the picture?

B. A. Examination.

ENGLISH—PROSE.

Examiners.—Rev. J. Richards and Mr. Sanders.

1. Give a free and illustrative paraphrase of the following passage:—

'Crafty men contemn studies, simple men admire them, and wise men use them; for they teach not their own use; but that is a wisdom without them, and above them won by observation. Read not to contradict and confute nor to believe and take for granted nor to find talk and discourse, but to weigh and consider. Some books are to be tasted, others to be swallowed, and some few to be chewed and digested; that is, some books are to be read only in parts; others to be read, but not curiously, and some few to be read wholly, and with diligence and attention. Reading maketh a full man; conference a ready man; and writing an exact man: and therefore if a man write little, he had need have a great memory: if he confer little, he had need have a ready wit; and if he read little, he had

need have much cunning, to seem to know what he doth not. Histories make men wise; poets, witty; the mathematics, subtile; natural philosophy, deep; morals, grave; logic and rhetoric, able to contend.'

2. Indicate the chief characteristics, intellectual and moral, displayed in the Essays of Bacon, and, in particular, refer to individual passages, or to whole Essays in support of a remark which has been made that these compositions 'prove he did not hold, even in theory, very strict opinions on points of political morality?' In this respect does his life afford any comment upon his writings?

3. Was the age in which Bacon lived remarkable in the History of English Literature?—To which of the commonly received epochs of the *language* do his works belong?—Point out, and fully explain any changes which it has undergone since his time?

Firstly, in reference to such constructions as are exemplified in the ensuing sentences:—

'If you dissemble your knowledge of that you are thought to know, you shall be thought, another time, to know that you know not.'

'Ordinary expense ought to be limited by a man's estate, and governed with such regard, as it be within his compass.'

'If a man deal with another upon conditions, the start of first performance is all; which a man cannot reasonably demand, except either the nature of the thing be such which must go before,' &c.

Secondly, in reference to the use of 'be,' of 'would,' and of the conjunction 'that.'

Thirdly, in reference to the signification of the words, *inward*, (adjective) *estate*, *success*, *profit*, *intend*.

QUESTIONS SET AT THE ANNUAL EXAMINATION, MEDICAL COLLEGE, SESSION 1860-61.

Test and Honor Examination.

MIDWIFERY.

I. FORCEPS,

The History of—their chief modifications. The mode of application and using. The cases or circumstances in which they may be required.

II. BREECH AND FOOTLING CASES.

Diagnoses.—Dangers incurred. Rules for the management of footling and breech cases. The mode of exit in certain exceptional cases in which the chin rests on the symphisis pubis.

MEDICINE.

1. Describe the mode of origin and growth of, and the changes that may take place in cystic formations?

2. Mention the symptoms and physical signs of aneurism of the ascending part of the arch of the Aorta, in its early and later stages?

3. In intense Neuralgia immediately below the right orbit, without any visible structural change, what may be the parts affected? To what causes may it be due?

4. What are the symptoms of Ulcer of the stomach? How do you distinguish simple from Cancerous ulceration?

5. What are the causes of hœmetemisis? How is it diagnosed?

SURGERY.

1. Describe the causes, predisposing and exciting symptoms and progress of popliteal aneurism, the various modes of treatment now in use, stating the circumstances inducing you to select one in preference to the other in any particular case. Let your account involve a description of the pathology of this disease, and the mode in which circulation is maintained subsequently in the limb?

2. Describe the symptoms, pathology, and treatment of ulceration of cartilage in a joint. Take the ankle joint for illustration?

3. Describe the symptoms and treatment of fracture of the neck of the scapula?

4. What is a cicatrix? how is it formed? what are its physical and vital endowments? and how does it differ from the tissue it replaces?

5. What are the most frequent causes of death after surgical operations in Hospitals? Give a short account of the one you most dread?

OPHTHALMIC SURGERY.

1. Describe the causes which induce Presbyopia?

2. Describe the causes which induce Myopia?

3. State the diseases which may cause a patient to lose his sight in a day or two with little or no pain?

4. Causes and treatment of Ptosis?

5. Why is it necessary, when examining the pupil of one eye, to close the other eye? The reason of this?

6. What are the causes of a dilated, a contracted, and an irregular pupil?

7. Why does conical Cornea destroy vision?

MEDICAL JURISPRUDENCE.

1. State in detail the circumstances which modify the action of poisons?

2. Name the proofs of an incised wound having been inflicted during life, as contrasted with one after death?

3. Describe the symptoms, treatment and morbid appearances produced in cases of poisoning by Sulphate of Copper, together with the tests both in a solid and liquid form?

BOTANY.

1. What are tendrils? Mention a few natural orders in which they occur?

2. What are the different parts of a seed? Enumerate them in their order, beginning with the external covering?

3. State accurately what is meant by the terms angiospermous and gymnospermous, and name one or two natural orders as examples of each?

4. Detail, as fully as possible, the characters of the natural order compositæ, and mention a few plants that belong to it.

5. Distinguish between a legume and a follicle. In what natural orders are examples of them found?

6. Explain briefly the meaning of the following terms:—

Monocarpic.	Radical.
Polycarpic.	Axillary.
Apocarpous.	Monadelphous.
Syncarpous.	Diadelphous.
Anthocarpous.	Scandent.

7. Describe in botanical language the plants on the table, distinguishing them by the numbers 1, 2, 3, and 4, as attached to the specimens, and give the class and natural order of each?

MATERIA MEDICA.

1. Enumerate the different kinds of Cathartics, and state their peculiarities of action and doses?

2. What are the differences in the therapeutic action of Mercury, Tartar Emetic, Opium, Ipecacuanha, Lobelia and Senega; and in what disorders would you use them respectively?

3. Describe the preparation, composition, action, uses and doses of Iodide of Potassium, Disulphate of Quinine and Spirit of Nitric Ether?

4. Name the medicinal substances obtained from the following orders of plants, viz.:—

Coniferae (or Pinaceœ)
Leguminosæ.
Cucurbitaceæ.
Umbelliferæ.
Melanthaceæ.

5. Mention the doses and uses of the mineral tonics?

6. In what different ways do medicines act on the living body?

7. Describe the preparations and uses of Cantharides and Cod-liver Oil?

GENERAL ANATOMY AND PHYSIOLOGY.

1 Enumerate the elements which enter into the composition of the body, and the manner of their combination to form organic or living bodies?

2. The constituents, structure and functions of adipose tissue.

3. A general description of the organs of relation, and minute structure and functions of the nervous system.

4. Describe the successive arrangement, number and form of the teeth, together with their functions and structure?

5. How are the different tissues of the body nourished and the blood replenished with nourishing elements, and the effete useless materials thereof expelled from the body.

COMPARATIVE ANATOMY AND ZOOLOGY.

1. What are the characteristic distinction between inorganic and organic bodies, and of the sub-division of the latter, viz., animals and plants?

2. Into how many divisions are the numerous animals classified and what are the principal characteristics of each division?

3. Into how many classes are the vertebrate division of the animal kingdom divided, and what are the general characteristics of the class aves or birds?

4. How are the mammalia distinguished from the other classes of the vertebrata? Describe the peculiarities of the order ruminantia.

5. In the class mammalia give a description of the principal modifications of organs of locomotion, and how bimana are distinguished by these organs from all other mammalia?

ANATOMY.

FOR FIRST YEAR'S STUDENTS.

1. Name and describe the bones on the table, specifying the side of the body to which they belong, giving full particulars of the attachments of muscles and ligaments, and enumerating the articulations of each bone with others in its neighbourhood?

2. Describe the shoulder joint, point out the characteristic differences between it and other articulations, and its especial adaptation for the functions it is required to perform?

3. What muscles bound the abdominal cavity, what are their origins, insertions and relative relations?

4. Enumerate the different sub-divisions of the alimentary canal and their differential characteristics?

ANATOMY.

FOR SECOND YEAR'S STUDENTS.

1. Describe with their relative relations, the parts that would be met with in making a dissection from the integument to the median plane of the body, in a space bounded *in front* by the median line, *behind* by a line corresponding to the position of the anterior tubercles of the transverse processes of the cervical vertebræ, *below* by a horizontal line on a level with the upper margin of the thyroid cartilage of the larynx, and *above* by the fissure of the mouth and a line continued backwards from the angle of the mouth to the lobe of the ear?

2. Describe the situation and boundaries of the inguinal canal?

3. Give a brief description of the internal ear?

4. Describe the urinary bladder and urethral canal, giving their relations and attachments to surrounding parts, and especially notifying the points in their individual and relative anatomy which are of surgical importance?

5. Describe in the order in which they would be met with in dissection, the structures situated in that portion of the upper extremity which would be included, between two lines surrounding the limb, one drawn two inches above, and the other two inches below the elbow joint articulation.

6. From what sources do the structures of the larynx draw their supply of sensory and motor nervous filaments.

CHEMISTRY.

FOR 1ST YEAR'S STUDENTS.

1. Describe the method of freezing water in vacuo and its mode of action?

2. Explain the cause of the apparent repulsion of the gold leaves of the electrometer?

3. By what method may the proportion of oxygen in the atmosphere be determined?

4. What are the common characters of the chlorine group of non-metallic elements?

5. Describe generally the process of copper melting?

6. Give tests for copper, lead and zinc in solution?

CHEMISTRY.

FOR 2ND YEAR'S STUDENTS.

1. How is the quantative ultimate analysis of an organic body such as urea, conducted?

2. Given a mixed solution of sulphates of copper, iron, and zinc. How would you proceed to separate the metals in such a state as to allow of the quantity of each in the solution being determined?

3. Name the minerals on the table?

4. What is the construction and mode of action of the astatic galvanometer?

5. Explain the action of the electrical condenser.

6. Give the tests for hydro-cyanic acid, and write in symbols the changes which occur in their application.

1	2	3	4	5	6
NAME OF INSTITUTION	Town within which situated.	When established.	No of Pupils on the Rolls at the end of Year.		
			Hindus.	Mahomedans.	Others.
Presidency College, General Department	Calcutta ...	1855	197	11	2
Hooghly College, English Department ...	Chinsurah ...	1836	59	2	...
,, Arabic Department ...	Ditto ...	1836	...	18	...
Kishnaghur College ...	Kishnaghur ...	1846	41	...	1
Berhampore College ...	Berhampore ...	1853	16	...	...
Dacca College ...	Dacca ...	1841	74	2	...
Calcutta Madrussah, Arabic Department	Calcutta ...	1781	...	102	...
Sanscrit College ...	Ditto ...	1824	200	...	...

In calculating the Charges, two-thirds of the Principal's pay have been reckoned as an e
School, in proportion to the number of pupils in each.